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ABSTRACT

The articles in this monograph focus on federally funded teacher centers and on the cooperative efforts between schools, colleges, departments of education, and school personnel for designing and delivering staff development programs. Particular emphasis is placed upon the vital contribution of the resources of higher education institutions to teacher centers. Part One deals with the role of higher education in teacher centers, research and teacher centers, and teacher centers' impact on curriculum reform and faculty development in higher education. Examples are given in Part Two of collaboration between colleges and universities and teacher centers. In Part Three, descriptions are given of collaborative activities of twenty-two teacher centers and their cooperating colleges and universities. (JD)

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The Role of Higher Education in Teacher Centers

**AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
and
SOUTHERN NEW JERSEY REGIONAL TEACHER CENTER,
GLASSBORO STATE COLLEGE**

SP 018 424

THE ROLE OF HIGHER EDUCATION
IN TEACHER CENTERS

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1981

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

This material does not necessarily reflect the viewpoints of the American Association of Colleges for Teacher Education (AACTE). AACTE is printing this document to stimulate discussion, study, and experimentation related to teacher centering and higher education.

SOUTHERN NEW JERSEY REGIONAL TEACHER CENTER
GLASSBORO STATE COLLEGE

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PREFACE

Nearly three years of experience in the operation of approximately 100 federally funded teacher centers across the United States have begun to allay the fears and anxieties of many higher education personnel regarding the legitimacy of their existence. To the contrary, as a number of articles in this monograph show, teacher centers and institutions of higher education are working together in mutually productive ways. Similarly, teachers are discovering that a significant number of school of education personnel are supportive of teacher centers and can provide valuable services to their programs. It is clear, as evidenced by the experience to date that teacher centers, as conceived by P.L. 94-482 (passed by Congress in the summer of 1976), do provide a viable and effective means for delivering staff development.

While this monograph focuses on federally funded teacher centers, it should also be noted that other nonfederally funded teacher and professional development centers are operating successfully with heavy involvement of IHEs Syracuse University, University of Houston, Western Kentucky University, and the University of Minnesota are but a few examples.. The collective experience of all of these centers underlines the significance of cooperative efforts between schools, colleges, and departments of education, and school personnel in school districts for designing and delivering staff development. The time for extending and intensifying such cooperative efforts is now.

The Association is pleased to publish this monograph and make it available to the education community. We believe that it is a significant contribution to the literature on the role of higher education in teacher centers.

David G. Imig
Executive Director, AACTE

FOREWORD

The literature on inservice and higher education is proliferating. It is sometimes factual or descriptive. More often it is hortatory and prescriptive. The 1981 Annual Meeting of AACTE had an increased number of program sessions focusing upon the involvement of higher education in the federal teacher centers and collaborative consortia developing throughout the nation.

Yarger and Mertens of Syracuse University have played a significant role in documenting the variety of federally funded teacher centers.* AACTE and Glassboro State College, with this publication, have undertaken to identify and encourage the kinds of services that schools and departments of education are currently providing for teacher centers or professional development centers. We are indebted to Allen Schmieder and Charles Lovett of the U.S. Office of Education, Division of Teacher Centers, for their support. From the beginning they believed that the schools and departments of education and the resources of higher education were vital to the professional growth of school personnel. They suggested that there was a need to document and describe the ways in which faculty and resources of higher education were being made available to teachers who requested assistance.

We hope this publication will encourage further research or debate on the actual and potential role for schools and departments of education in the development of continuing education for school personnel through teacher centers and/or professional development corsortia. We hope it will be clear that participation in federally funded or other centers also provides for the continuing development of college and university personnel.

Janice F. Weaver
Dean of Professional Studies
Glassboro State College

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*Mertens, S.K. and Yarger, S.J. Teacher Centers in Action: A Comprehensive Study of Program Activities, Staff Services, Resources and Policy Board Operations in 37 Federally-Funded Teacher Centers. Syracuse, New York: Syracuse Area Teacher Center, 1981.

ACKNOWLEDGEMENTS

This publication is the result of the work of many people. The idea for the book developed initially in a meeting of the directors of the first six federally funded teacher centers at higher education institutions. Representatives of Glassboro State College, Northeastern Illinois University, Purdue University, California State University at Northridge, University of New Mexico, and Goddard College at that meeting discussed the necessity of collaboration of teacher centers and higher education in developing and providing services to teachers. With the encouragement of Allen Schmieder and Charles Lovett of the Division of Teacher Centers, U.S. Department of Education, the Southern New Jersey Regional Teacher Center at Glassboro State College collaborated with the American Association of Colleges for Teacher Education to develop this publication.

The editors are indebted to Janice F. Weaver for her guidance in the conceptualization and overall development of the book. We are indebted also to each of the authors and teacher center directors who contributed to this book. Finally, we gratefully acknowledge Patricia Massanari, Marianne Bosworth, and JoAnne Silas for typing the manuscript.

Donna M. Gollnick
Karl Massanari

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PART I

HIGHER EDUCATION AND TEACHER CENTERS

ACCENTUATE THE POSITIVE:
A VIEW OF TEACHER CENTERS

Janice F. Weaver
Glassboro State College

There are many myths surrounding teacher centers. Myths and stereotypic characterizations tend to surround new or nontraditional behavior when viewed by the majority or dominant groups. Both hero and villain are the subjects of exaggerated stories by persons with little experience with the reality of heroic or destructive situations. So it is with teacher centers, especially the federally funded programs. There are those who see teacher centers as an unqualified success and others who see the self-interest of teachers supported at the expense of other school personnel needs. No doubt, current and future documentation and evaluation efforts will find the truth somewhere between the extremes. What follows is a comparison of some of the common beliefs about teacher centers with my own experience as: (1) a teacher center policy board member, (2) dean of a federally funded higher education teacher center, and (3) an advocate of teacher centers as one of several collaborative inservice systems which can be beneficial to schools and departments of education.

Colleagues around the country in schools, state departments, and schools and departments of education have shared their perceptions of teacher centers with me. Some of the most frequently expressed negative views include: State, district, or building level needs and priorities for improvement cannot be addressed by teacher controlled inservice or professional growth activities. Teachers do not want, or centers cannot provide, indepth study or mastery of new knowledge and skills. Collaboration with teacher-dominated policy board members is not true collaboration because higher education and/or administrators are not equally represented. Teacher centers are threats to schools and departments of education and administrators because they arose as a reaction to poor teacher training and administrators' lay-on of poor inservice programs.

After two and one-half years of experience, I am not convinced that any of the above characterizations are representative of teacher centers. Yarger and Mertens (1980) have the task of documenting the true characteristics and variety of teacher centers, but permit me to share experiences which parallel data reported at several regional cluster meetings for federally funded teacher center participants.

State, School, and District Priorities

Every federal teacher center conducts surveys of the teachers' perceived needs for specific learning. With the attacks upon poor pupil performance, failed public schools, and ineffective teachers, it should surprise no one that district, or state improvement priorities are most often chosen as areas for needed services by the teachers. Sometimes teachers request, in almost identical words, the kind of assistance which schools and state officials have mandated or given high priority. When there are differences in the priorities or expressions of need for improvement, the difference most often turns out to be a matter of focus. For example, official reports of needs for technical assistance reported by school administrators and/or state officials will give high priority to the teaching of mathematics. Teachers will give high priority to mathematics also, but it may be in the form of requests for ways to assist individual pupils with poor math skills. More recently, teacher surveys give priorities to enriching the teaching of mathematics to gifted pupils.

Numerous needs surveys give high priority to discipline and classroom management. Teachers request specific uses of classroom management to provide a learning environment and increased individualized attention to pupils of different abilities at different levels of performance. Similar complementary official priorities and teacher requests for more specific instructional assistance can be found for reading, writing, P.L. 94-142 (mainstreamed pupils) and science.

The teacher center provides a nonthreatening environment to express and share highly particularized needs that are essential classroom activities for reaching established learning goals. Teacher-perceived needs are neither indifferent or antithetical to the goals they are expected to reach by boards, administrators and parents in every needs assessment conducted by the college for the improvement of college curriculum or follow up studies of graduates, a parallel pattern of individual need and official goals of the school emerges when teachers are asked what they wish most to learn.

Common sense and the social science maxim that people tend to do what is expected of them by significant others would seem to refute claims that teachers could be so indifferent to inservice and professional growth related to official goals and priorities of employers and the public. It would be more radical, if not bizarre, if teachers did ignore the official mandates for which they are ultimately to be held accountable.

Administrators and state department personnel who have become familiar with the content of programs requested and conducted by teachers see the teacher center as a beneficial extension of official inservice days. Some will permit teachers to use teacher center programs as a means of meeting the annual professional improvement plan required for each teacher.

In-Depth Teacher Center Programs

Often the modules, workshops, single presentation activities of school inservice or teacher center programs have been ridiculed. Certainly there is growing agreement that fragmented, one-time presentations are not likely to bring about or maintain extensive institutional or behavioral changes. Such short-term presentations are helpful as motivators, refreshers of previous learning, or to introduce small changes. However, teachers tend to request additional resources or more extensive assistance for new knowledge and complex teaching strategies. The Southern New Jersey Regional Teacher Center has had numerous repeat and extend requests. Frequently there are requests for regular graduate courses or directed study over several weeks to fully develop what may have been introduced to them as a workshop. Some 86% of the region's teachers are willing to take credit-bearing course work even though many have one or more MA degrees. It is here that institutions of higher education may provide some of the best services for teacher centers. Institutions of higher education can quickly report on new research and teaching technology and can provide as much depth as teachers seek. It is necessary, however, not to see this as merely providing traditional graduate courses. Rather, the nature of graduate instruction on-site in teacher centers or for any school personnel requires the best methods to permit client participation and specific case study or problem-solving application of the knowledge.

It is also possible to discover knowledgeable, capable teachers who can teach undergraduate and portions of graduate program courses as adjunct staff. We have been impressed with the depth and variety of post-masters and summer institute study which some teachers have sought as individual efforts to improve. Many teachers have a great deal of current knowledge to share as teacher leaders, teacher specialists in a specific area of study, and as adjunct college faculty. We are attempting to identify and increase the number of teacher leaders in each county and provide their assistance to persons throughout the region we serve.

Collaboration and Teacher Control

Frequently colleagues in higher education tell me that they prefer consortia, cooperatives, and teacher centers which have equal (equalized) representation for all the groups within education. They express fear or disapproval of participation in policy boards which, by federal regulation, require a majority (plurality) of teachers. We have had a six-county regional teacher center with a two-tiered policy board governance system. There is a local site policy board and site coordinator in each of the six counties. The regional board, drawn from all six counties, monitors and sets policy for all sites. The seven boards (six sites plus regional) have a total of 119 policy board members, of which 62% are teachers. The classroom teachers we serve are members of the NJEA (NEA); the college faculty who serve on the boards and frequently provide specific services to the teachers are represented by the NJFCT (AFT). There are also school administrators, school board members, private school teachers, county college faculty, and state department personnel and staff from the state intermediate unit on the boards. The dean of the grantee school of education is also on the regional board. We probably have one of the most complex, potentially difficult collaboration arrangements in the federally funded centers. It is not easy, but teacher control is not the causal factor for difficulties we have had to solve.

The critics are partially correct, however. Collaboration does not imply or require equal voice or equal power for any party in the arrangement. William L. Smith and Allen Schmeider have frequently spoken about the difficulties of collaboration. Elsewhere I have elaborated on Smith's wise admonition that collaboration is negotiation.

Power for any member (constituency) in a collaborative arrangement is distributed more or less in proportion to the degree the participant has or controls a desired object or particular human or material resource. Persons who proposed to operate teacher centers and were funded must be sensitive to the persons who actually control the policies releasing the teachers or controlling the access teachers have to the center. Roy Edelfelt of the NEA has raised questions about what it means to have policy-making functions for a teacher center in a school district where the school board is the only legal source of policy. What would occur if a teacher center board wished to make a series of programs available on Saturdays or in the evening? Even though there was a majority of teachers making programmatic decisions, a superintendent or principal as a policy board member actually controls access to the services by observing that there are no funds to pay for required utilities, janitorial or other services when schools are not normally open. What then does teacher control actually mean?

Only careful analysis of the eight higher education teacher centers would reveal whether normal college or university policies were able to permit maximum control by the teacher center policy board. My informal data leads me to believe that such analysis would verify that programmatic and operational freedom is greater for teacher center boards in higher education projects than they are in school projects where laws prohibit school boards and administrators from delegating particular programmatic and fiscal decisions. In our own case, college policy facilitated autonomy for the regional and local site boards. What created the most friction and frustration was the length of time and paperwork required by state purchasing regulations for salary vouchers and requisitions.

Collaboration requires carefully developed trust of each member (constituency) in order for participants to know when to lay aside official role-related behavior and rhetorical or party platform obligations and work toward a solution to a particular problem. Collaboration is only as effective as the strength of the collectively agreed upon goal(s) and objective(s) for which the arrangement was created. Smaller groups may reach this stage sooner, but effectiveness of and cohesion to are not always a function of the size. No individual or group should undertake collaboration without prior self-study to determine how the goals and objectives of the collaboration arrangement impacts upon or benefits himself/herself or the constituency.

During the two and one-half years of the federal teacher centers program, funded projects have solved or come to terms with the governance of the teacher center. Services should reasonably be expected to increase, and efficiency of costs and management should increase if the federal teacher centers are continued in the next several years.

There is a real need for university and teacher-sponsored research on the behavior of teacher center boards of all kinds--federal, state, or locally funded. Ethnographic study of role-taking, masking, facilitating and other behavior by constituencies and the relationship of behavior to the topic or decision to be made would provide a gold mine of data to be used by any of us who attempt to engage in coalitions, networking, or linkages between the educational institutions and organizations. General knowledge of formal and informal power and group dynamics should preclude any easy stereotype that teacher control by majority membership actually guarantees teacher control in policy board actions. In teacher centers where teacher-perceived needs are actually determining policies, each participant on the board will have to make deliberate efforts to elicit, understand, and draw out teacher leadership. Studies by Joyce et al have indicated that community members need training to exercise their rights or authority on education boards. All policy board members need training in awareness of constructive assertiveness, group dynamics and establishing an accepting, receptive context for policy board discussions. College faculty and others in education are by role "talkative." Special efforts must be made to draw out persons who have always been the recipient of another constituency's knowledge or authority. Each board actually creates its own style and group cohesion. Therefore, until empirical studies are more available, no assertion of dominance by any participant group may be easily related to the number of the group on a committee or policy board.

Teacher Centers as a Threat to Higher Education

The criticism that somehow teacher centers or any other teacher-controlled professional inservice is threatening to schools and departments of education must be placed in the context of the deficit model of education and modern managerial theory.

The reaction of administrators and higher education to teacher efforts to control or plan what continuing education they shall have is similar to earlier industrial manager and worker relationships. It is easy to confuse takeover with take-part-in. The reaction of higher education and administrators justifiably arises as response to numerous teacher organizational platform objectives, negative testimony about the worth of college or administrator services for teachers, and an unfortunate bragging tone surrounding the creation of a separate Department of Education. Zealous reformers frequently engage in rhetoric and action which, if totally successful, would destroy the system they had hoped to improve. Obviously reform is not revolution. Teachers, administrators, and schools and departments of education do have common needs and educational goals.

On the other hand, higher education, state officials, school boards and administrators were comparatively insensitive to constructive criticism and increasing dissatisfaction of teachers and other school personnel. For example, some states did not add teacher members to boards and advisory committees of state intermediate units until after the creation of the federal teacher centers program. The criticisms of earlier traditional inservice programs provided by school administrators and college faculty need not be repeated here. What may be useful is to examine briefly the origins of inservice and the assumptions undergirding inservice. It will be even more helpful if we pair that review with dominant management practices of the same periods.

The first recognizable inservice was the Teacher Institutes of the late 1880s. As schools were more available and more teachers were required to staff them, there arose a clamor about the poor performance of the pupils; teachers were seen as lacking in substantial knowledge and in the arts of teaching. The alleged and possibly real deficiencies of the teachers who were required to attend the Teaching Institutes in almost every state hastened the creation of the normal schools. Next the Teachers Reading Circles, from 1900 through the 1930s, were thought to increase the knowledge and skills of teachers and, from the beginning, inservice circles were on-site instruction and were required to remediate the deficiencies of teachers. There was an additional concern as state departments required specific reading lists and study guides for all teachers. There was a belief by administrators and teachers that the available normal school or small departments of pedagogy were not adequately preparing the teachers. Thus, the frequently criticized site-based courses or professional undergraduate and graduate instruction of the Teacher Corps and Teacher Centers programs are as old as inservice. So, too, is the view that overcoming teachers shortcomings is the major focus for school improvement. Summer sessions or summer institutes gradually became more popular with school officials and as the Reading Circles waned, inservice for the first time moved onto college campuses to provide greater mastery and variety of instruction to offset teacher deficiencies.

As the required campus-based academic and professional study increased, individual schools and districts began to conduct school inservice programs to improve specific local teacher and pupil performance. What had been state dictated was increasingly localized to get at local programs.

The bossism, authority oriented management practices of the late 1800s and early 1900s are well known. Dictated inservice requirements and remediation of teacher deficiencies were compatible with employer-employee relations. Thus, from the beginning inservice, normal schools and finally schools and departments of education may be said to have arisen from a view that schools were failing and teachers were ineffective or incapable of teaching well. Much of the justification for specified licensure requirements and teacher preparation programs resulted from a negative view of compelling persons to learn, rather than an assumption that teachers of all persons might actually enjoy learning. (For that matter, much of the public school movement is attributable to similar assumptions about children and youth.)

During the late 1920s and through the 1930s, the scientific management and efficiency models were applied to inservice rationale and practices. Bobbitt's publications on educational science and supervision come readily to mind. During the late 1940s and 1950s, group dynamics and motivation softened the role of administrators as human relations experts advised businessmen on how to get people motivated and to accept production standards and company values. It was at this time that administrators or staff became heavily engaged in school improvement through participation in local school-based inservice programs. By the mid-1950s, the workshop module became the most common form of inservice, and, according to James R. Mitchell, participants were to choose the problems they wished to work on and exercise leadership in the workshop. Action research and problem-solving management became an important element of inservice theory.

Today, participatory management, worker-set production goals, and employee profit sharing are compatible with teacher-perceived need and teacher-conducted inservice. The often quoted Rand study of the impact of federal programs concluded that teacher involvement in the planning and conduct of improvement efforts were most successful and longer lasting than other efforts to bring about educational change. Of course there are critics of the current management principles as well as teacher-conducted inservice.

Because of a sluggish, inflation riddled economy, there is a growing tendency to "go back to the basics" and revert to a refined scientific management efficiency model for industry and for education. However, teacher-selected and developed inservice as a touchstone for teacher centers simply is not inefficient or necessarily antithetical to desired school improvement. For example, Texas Instruments, under the guidance of Scott Myers and other worker-oriented participatory production planners, has achieved an enviable record of cost efficient, high productivity with similar management methods. Polaroid, Canadian Chemicals, and Purina have all adopted similar human enrichment management techniques. If our research resources in universities could study differences in pupil gains or institutional change associated with participant-planned inservice and school-required inservice, the results would assist all of us to make better use of efforts to provide professional growth for all educators.

We at Glassboro are convinced that there are sufficient needs and problems to provide opportunity for all educational groups to share in control and implementation of improvement projects. We certainly all share some of the responsibility for the education of youth and adults. We all share some of the responsibility for the fractured, estranged and alienated isolation into specific camps or vested interest associations. Just as the early complaints about schools, teachers, and teacher preparation gave impetus to the rise of professional education, collaborative field service arrangements and professional centers may provide the birth of credibility in public education and a strengthening of each contributor to the educational process.

Reference

Yarger, Sam J. and Mertens, Sally K. A Content Analysis of the First Teacher Centers Program Proposals, Washington, D.C.: ERIC Clearinghouse on Teacher Education, February 1980, SP 015 397.

THE INVOLVEMENT OF HIGHER EDUCATION IN FEDERALLY FUNDED TEACHER CENTERS

Amy Beam
Fairfax County Public Schools

"What does a typical teacher center 'look' like?" is a question frequently asked. Significantly, teacher centers have as many unique characteristics as they have commonalities. Examples of higher education's involvement in teacher centers highlighted in the following pages should not be generalized to apply to all or even most teacher centers. Although some generalizations seemed warranted, care has been taken to cite specific centers when describing innovative or exemplary practices. This paper presents a look at what higher education's involvement with teacher centers could look like nationally if teachers, professors, and administrators determined to work as partners toward a common goal.

In collecting data, documents at the national office of the Teacher Center Program in Washington, D.C. were examined. In addition, interviews were conducted with teacher center cluster coordinators, teacher center directors, professors of education, the Teacher Center staff in Washington, D.C., and the Teacher Center Documentation Project staff in Syracuse, New York. Individuals interviewed included:

- Elaine Beeler, Director, Hernando Teacher Education Center, Hernando, Florida
- Lessley Price, Director, Norman Teacher Center, Norman, Oklahoma
- Jon Dodds, Director, District M Teacher Center, Radford, Virginia
- Jack Turner, Director, BEST Teacher Center, Eugene, Oregon
- Diane Gibson-Heron, Director, Cedar Falls Teacher Center, Cedar Falls, Iowa
- Merrita Hruska, Director, Amherst Area Teacher Center, Amherst, Massachusetts
- Mary Hamilton, Director, Southwest Arkansas Teacher Center, Texarkana, Arkansas
- Marge Curtis, Director, Western Nebraska Rural Teacher Center, Sidney, Nebraska
- Carolyn Fay, Midwest Cluster Coordinator and Director of the Indianapolis Teacher Center, Indianapolis, Indiana

- Joan McDonald, Joe Wardlaw, Western Cluster Co-coordinators, Vallejo, California
- Harry Morgan, Professor of Education, Syracuse University, Syracuse, New York
- Sally Mertens, Sam Yarger, Federal Teacher Center Documentation Project, Syracuse University, Syracuse, New York
- Allen Schmieder, Chief, Federal Teacher Centers Division, Washington, D.C.
- Charles Lovett, Lavern Washington, Saundra Bryant, Staff, Federal Teacher Centers Division, Washington, D.C.

Comparison of Applications and Funding Levels for Federally Funded Teacher Centers

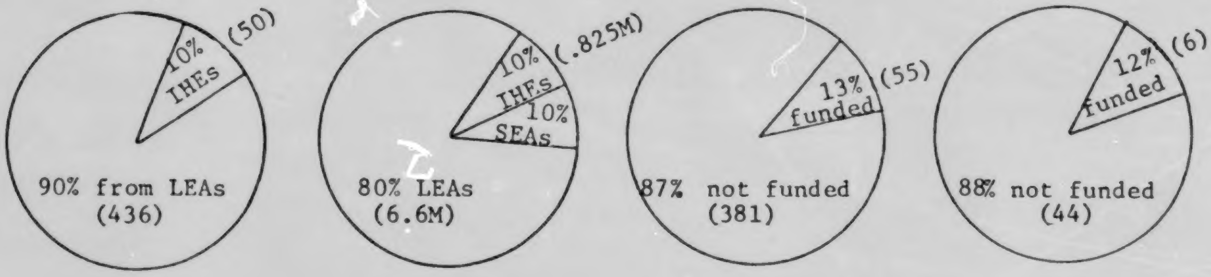
Applications for federally funded teacher centers were first solicited in 1978. According to the authorizing legislation, available monies were earmarked to fund higher education teacher centers. How well did higher education fare in the competition? An examination of applications and funding levels for institutions of higher education (IHEs) and local education agencies (LEAs) provide some insight.

Applications

In 1978, a total of 50 IHEs submitted proposals to the Teacher Center Program. The percentage of applications submitted by IHEs was 10% of the total proposals submitted by applicants--an amount exactly proportionate to the proportion of money available to IHEs. The six IHE projects that were funded competed for funds with all 486 applicants. Their share of funding equalled the maximum 10% of funds authorized for IHEs. Figure 1 shows the distribution of applications submitted and funded.

FIGURE 1

1978 Applications and Funding Distribution



TOTAL APPLICATIONS RECEIVED (486)

FUNDING DISTRIBUTION

LEA APPLICATIONS (436)

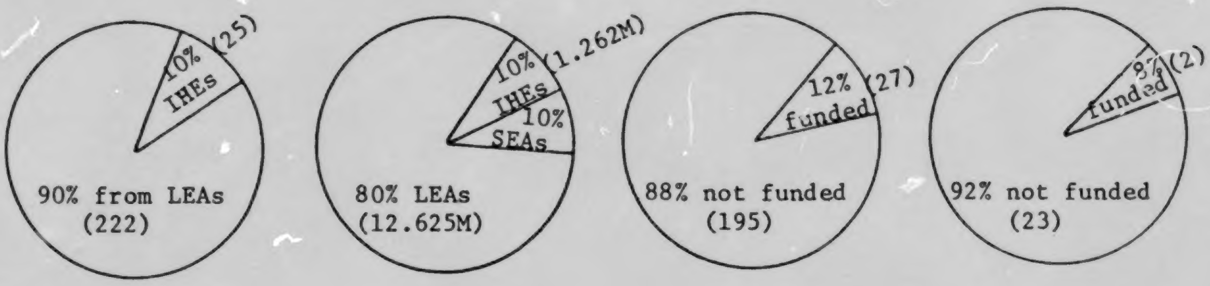
IHE APPLICATIONS (50)

Had more IHE applications been received in 1978, it is conceivable that more IHEs could have been funded if their average funding requests had been less. This situation, however, not being the case, resulted in an initial three-year commitment to six IHE projects. In the second year of funding these six projects required 79% of the available IHE-earmarked funds for continuation. Only 21% of the IHE-earmarked funds was left to be used for new projects. This figure equalled $267,500, enough to fund two new projects at a relatively high level, but not enough to be divided among three new projects.

In 1979, the number of IHE applications dropped by 50%. This decrease was due in part to the fact that only two new projects, or 8% of the IHE applicants, could be funded because most of the 10% IHE set-aside money was committed to the second-year funding of the six IHE projects initiated in 1978. By comparison 12% of the LEA applications were funded. Even though the number of LEA applications also dropped 51% from 1978 to 1979, a greater percentage of LEAs could be funded because of smaller average budgets for LEAs. See Figure 2 for the distribution of applications and funding.

FIGURE 2

1979 Applications and Funding Distribution



TOTAL APPLICATIONS RECEIVED (247)

FUNDING DISTRIBUTION

LEA APPLICATIONS (222)

IHE APPLICATIONS (25)

By 1980, all of the federal Teacher Center money earmarked by legislation for IHE projects had been committed to continuation of the eight existing projects. Thus, IHE applications for teacher center funding were not solicited.

One IHE application was received anyway. The number of LEA applications continued to drop from the 1979 level of 222 to 115--a decrease of 41%.

FEDERAL TEACHER CENTERS PROGRAMS AT IHEs

California State University
at Northridge
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Purdue University
Project TRIAD
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Lafayette, Indiana 47905
Alan Garfinkel, Director
317-494-8284

University of New Mexico
Rural New Mexico Teacher Center
University of New Mexico
Department of Elementary Education
Albuquerque, New Mexico 87131
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Chicago, Illinois 60625
Jerry Olson, Director
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Glassboro State College
Southern New Jersey Regional
Teacher Center
Glassboro State College
Glassboro, New Jersey 08028
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Goddard Teacher Center
Plainfield, Vermont 05667
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Carnegie-Mellon University
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Funding Levels of Projects

The amount of funds requested by applicants had no discernable relationship to the rank orders of the proposals in 1979. In 1978 and 1979, seven of the eight funded IHE proposals were funded at levels between $100,000 and $150,000, while one was funded for over $200,000. The two IHE projects funded in 1979 fit into this latter category. However, proposals with requests below $100,000 or over $200,000 were competitive. Figure 3 outlines the level of funding requests by IHE applicants. Two proposals requesting over 200,000 ($447,424 and $684,540) received favorable rank orders of six and seven out of 25 IHE applicants; one proposal requesting less than $100,000 ($73,883) received a rank order of eight.

The more important factor than the actual amount of money requested was the relationship of money requested to the program promised. Projects that promised, with reasonable assumption for success, to deliver the most outcomes for the most number of clients per dollar, received higher rank orders than projects that appeared to be too modest and underfunded or too extravagant in relationship to the number of potential clients to be served.

FIGURE 3

1979 Funding Requests of IHE Applications

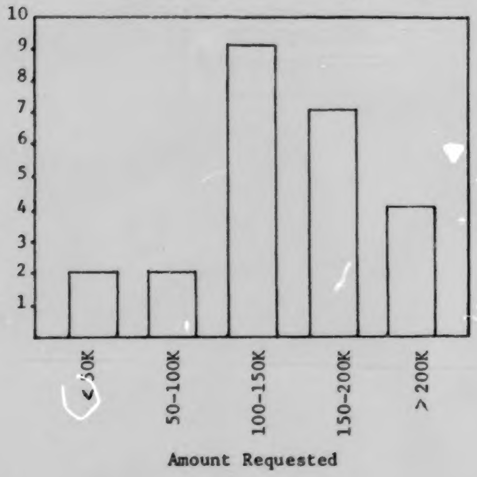


Table 1 shows the level of funding for planning and operating grants to LEAs and IHEs over the past three years. Table 2 shows the lowest and highest funding levels for these grants. From 1978 to 1979, the average operating grant to LEAs decreased by 6% while the average grant to IHEs increased by 15%. From 1979 to 1980, the average operating grant to LEAs decreased by 3% while ten new planning projects were funded. The average IHE grant increased by 3%. Thus, the level of funding for each IHE project has continued to increase since 1978 even though the total amount of funds to IHEs remains at 10% of the total funding for teacher centers. The level of funding for each LEA project continues to decrease.

TABLE 1

LEVEL OF FUNDING FOR PLANNING AND OPERATING GRANTS TO LEAs AND IHEs

Year	Total	State Set Aside	LEA planning grants total	LEA plan. projects	Aver.LEA plan.grant	LEA oper. grant total	LEA oper. projects	Aver.LEA oper.grant	Aver.IHE grant
1978	8.25M	$825,000	$217,200	8	$27,150	$6,382,800	47	$135,800	$137,500
1979	12.625M	$1,262,000	$95,800	3	$31,900	$10,004,200	78	$128,260	$157,800
1980	13M	$1,300,000	$345,500	10	$34,550	$10,054,500	81	$124,100	$162,500

TABLE 2

LOWEST AND HIGHEST FUNDING LEVELS FOR GRANTS TO LEAs AND IHEs

Year	Amounts of Planning Grants; low/high	Amounts of LEA Operating Grants; lowest/highest	Amounts of IHE Grants lowest/highest
1978	$9,410 $41,997	$39,402 $868,897	$75,400 $211,794
1979	$22,153 $48,676	$44,658 $852,697	$120,667 $329,757
1980	$17,717 $50,034	$49,480 $900,130	$130,914 $337,723

The major budgetary conclusion is that each year LEA grant money is shared among increasing numbers of Centers, while IHE grant money is shared by a constant number of Centers.

The Involvement of Higher Education in Teacher Centers: Some Issues

In 1975, Dr. William Drummond, professor of education at the University of Florida, pinpointed some key issues which influence the relationship between professors and teacher centers. In an open letter to the dean he listed eight points, including:

1. Universities have not provided incentives for working in teacher centers.
2. There are no appropriate work measurement units for off-campus service.
3. The university reward system does not support service in the field.

In 1977, Drummond was still concerned with these issues when he wrote another open letter to the dean. A portion of that letter is excerpted here:

> It has become increasingly apparent to me that the relationships between the colleges of education and the teaching profession are changing whether university administrators, college of education faculties, school administrators, or the organized profession like it or not. These issues seem clear: ...
>
> 2. Why should local school personnel be particularly respectful of professors from the university or be made to feel that they are in some inferior status when they know that the research base for our professional knowledge is so primitive?

Unless

College teachers and researchers and school-based teachers and researchers see themselves as on the same side--trying to develop a stronger knowledge base for professional practice. If viewed on the same side, shouldn't colleges and the organized profession strive to secure funds to improve professional knowledge and services?

3. Why should college professors venture into the world of the public schools if:

   a. the university doesn't support them for being there;

   b. teachers and principals express hostility to their presence;

   c. teachers and principals are unappreciative of the problems and difficulties of doing research, conducting developmental projects and providing service;

   d. they run the risk of being subverted in their work by the SEA, the local education agency (LEA) or the teacher association or union?

Unless

College professors, teachers and administrators see the work of professors in the field as a collaborative endeavor. If the work of the professor is focused on jointly organized research, development or service activities, shouldn't resources supporting such work be provided jointly--by the university, the LEA, and by professional time of the organized profession?

4. Why does it appear that the colleges of education, the universities, the LEA's, the organized profession, and the SEA are in competition with one another for adequate funding for education?

Unless

Our educational leaders do not agree on goals for education in America, do not see that there are economic and political power interests which support minimal educational opportunities, or do not intend to exchange the status quo of "doing their own thing" for collaborative arrangements.

The issues regarding incentives, funding, and collaboration raised by Drummond have been addressed by the Florida Teacher Education Center Act of 1973. This legislation makes such a break from tradition that it is examined separately here as model legislation.

The Florida Teacher Education Center Act of 1973

In 1973, the Florida state legislature passed a Teacher Education Center Act. This act altered the mission of teacher education institutions from an exclusive emphasis on preservice education to a more comprehensive responsibility that included inservice teacher education. The legislation calls for teacher center policy boards with a majority of teachers and representation from local IHEs, LEAs, and other interested groups. Both federal and Florida legislation have the goal of improving teaching skills and curriculum development to meet local school needs.

The Florida legislation is unique because it also provides financial incentives for IHEs to work with teacher centers as summarized here:

1. Teacher training institutions must allocate FTE faculty and nonfaculty positions to teacher centers in proportion to FTE credits generated by teacher center courses.
2. Participation by university faculty in teacher center activities is to be recognized as equally important as traditional research and scholarly pursuits in determining promotions, salary, and faculty assignments.
3. Teacher training institutions must work through teacher centers to be eligible for state university set-asides for nonfaculty support and resources for inservice education.
4. Universities can compute noncredit student contact hours in teacher centers for state appropriation purposes in the same way that FTE credits are computed.
5. School districts must set aside $5 per student for inservice education. This money may purchase services from universities at a 30%-70% ratio with the district paying the university for 30% of noncredit activities.

The Florida teacher center legislation has provided the mechanism for teachers and professors to move away from competition or separatism to a relationship of collaboration in which teachers and professors view themselves as being on the same team, rather than on opposite sides.

Involvement of Higher Education in Teacher Centers

Teachers and professors in a number of locations still seem to be waiting to see what will be the direction of teacher centers. They each are trying to determine what the other can offer them. In their third year of existence, the Indianapolis Teacher Center is still being "courted" by the local IHE. The courting process is both a natural and necessary process in the developmental stages of collaboration. Many teachers harbor vivid memories of their own preservice education which in many ways failed to prepare them for the realities and complexities which confronted them as teachers. They wonder how professors can be any better at inservice education than they were at preservice education. Their suspicion of professors is historically grounded in their experiences.

Teachers continue to hold professors "suspect" until they have proven themselves, but are willing to seek advice from those professors who have been "tried and tested" through their teacher center participation. Professors who have involved themselves in teacher center activities are cognizant of this attitude and have worked enthusiastically to dispell teacher suspicion. Through their willingness to listen carefully to teacher needs, to observe ways in which teachers are masters in their profession, and to adjust their own styles and agendas accordingly, professors are winning the trust and esteem of teachers.

Professors' Involvement in Instruction

The prevailing philosophy of teacher centers is that whenever a class or workshop is offered, an effort will be made to locate a teacher from the school district to teach it. When such a teacher is unavailable, the teacher center seeks a college professor instead. Classroom teachers instruct 25% of teacher center activities; teacher center staff conduct 29% of all activities, and college professors conduct 11.4% of all activities.

Because of policy board cooperation between teachers and professors, teachers are developing a growing awareness of the fact that professors have valuable expertise to offer in certain areas. Although in many locations teachers still hold professors suspect, this attitude is changing through positive experiences.

Policy boards and teacher center directors have been very careful in screening and selecting professors to participate in teacher centers. Professors are identified through teacher referrals and by their reputation of addressing teacher needs. Professors are usually invited by the teacher center to teach a class or conduct a workshop rather than volunteering their services. When asked, professors have been willing and eager to teach classes or workshops for the teacher center. In most cases they are paid for their services.

While some education professors feel threatened by or are hostile to teacher centers, the majority show little interest. Other education professors are willing and eager to work with teacher centers. Most directors reported that once professors became involved with teacher centers, they became supportive of the philosophy of teachers working toward their own professional development. The crucial factor hinges on developing that initial positive contact between teacher centers and professors. Teacher centers around the country report positive and productive working relationships with from one to six professors from local universities.

Courses and workshops offered through teacher centers by professors differ from traditional university classes because they are modified to meet teacher needs at teacher requests. Sometimes teachers design the course first, then find a professor capable of teaching it. Courses are less didactic and more participatory. They are more directly applicable to the teachers' classroom needs and the professors are more likely to visit classrooms and do follow up with teachers, although this activity is still not prevalent.

Researchers' Involvement in Teacher Centers

Traditionally, the role of a university professor is that of a researcher, while the classroom teacher is regarded as a practitioner who is informed by research findings. To what extent do teacher centers bridge the chasm between researcher and practitioner?

Teacher center directors report that "research" is still considered a dirty word among the great majority of teachers who feel they have learned more about teaching through their direct experiences with students. Professors have found it necessary to adjust to the teacher's perspective in order to develop a successful working relationship. This presents a dilemma for the ambitious professor whose promotion and tenure depend on his or her formal research efforts and publications.

In Cedar Falls, Iowa, the director detects a split in philosophies among professors at the University of Northern Iowa. Some professors feel most competent as researchers, and others as teachers. Some professors would like an option to do what they do best. This kind of option is particularly important as an incentive for professors who become involved with teacher centers.

At the University of Oregon, the professors' need for such options is recognized. Professors are actively encouraged to enter the local schools and work with teachers. The willingness to support these activities at the same level as research and writing establishes the necessary climate for increased collaboration between professors and teachers.

At the University of South Florida, professors who participate in the Hernando Teacher Center's clinical professor program are permitted to substitute 100 hours of working with teachers for teaching one university class.

In Texarkana, Arkanasas, a professor is devoting his sabbatical leave to working in the local school district three days per week. This arrangement is a direct result of his earlier work with teacher centers. He works one day per week as a consultant hired by the school board and two days per week as a math consultant hired by the teacher center. The teacher center director was influential in persuading the school board to participate financially in this arrangement. A similar arrangement has been made with a professor of reading. In this way, research findings get delivered through face-to-face consultation. Additionally, the professor/consultant continually modifies and validates his or her understandings through personal observations.

At the University of Northern Iowa professors with their doctorates actually teach full-time in the lab school which is a joint venture between the university and the school district. The professors are expected to conduct research as they teach and to model successful teaching techniques. These professors are regarded as classroom teachers by other teachers. Because they are practitioners as well as researchers, they have high credibility with teachers and have been used to deliver workshops through the Cedar Falls Teacher Center. On several occasions, the Cedar Falls Teacher Center has funded lab school professors to develop and use innovative units of study and to share them with other teachers. When the university promotion and tenure committee reviews these professors' efforts, these activities are considered as a portion of the professors' research accomplishments.

The success of nontraditional arrangements for university professors to combine research with practical experience, such as reviewed here, depends primarily on a formalized incentive from their university. Granting incentives to professors to work directly with practitioners raises the controversial issue of the proper and most appropriate role for university professors. While their historical role is that of a researcher, experience suggests that more creative means than didactic lectures are necessary to communicate research findings to school practitioners and to convince them of their relevancy.

The compromise ought not to be one way. Not only do professors need to better understand what teachers do in their classrooms, but teachers, also, need to become more sophisticated about the process of research. Often teachers do not clearly understand what comprises research. Many teachers are already engaged in research without viewing it as such.

Research involves drawing conclusions about phenomena through controlled and repeated observations. Such is the process which every teacher inevitably engages in as part of his or her professional development based on classroom experience. Because teachers are aware of this personal growth process and because universities have denigrated it as a research process due to lack of strict methodology, teachers naturally rebel at university notions of what comprises research.

Teachers and professors need to reach a mutual understanding that educational research is based upon the accumulated knowledge and experiences of teachers and their students. Although each teacher draws hypotheses about teaching and learning based on personal experiences, teachers need to validate and modify their personal conclusions based on the accumulated experiences of their colleagues across the nation. Professors can help teachers collect and analyze these experiences.

As teachers learn more about research methodology, and as professors learn to appreciate that teachers have long been involved in observing, hypothesizing, validating, and drawing conclusions, then the split between researcher and practitioner can be narrowed. Researchers and practitioners each have valuable skills, knowledge, and experience to offer one another. Each needs to learn from the other in order to fulfill his or her own role. Teacher centers have the mechanism for allowing this exchange to occur. It remains for universities to develop incentives for professor-researchers to work collaboratively with teacher-practitioners.

Overcoming Territorial Domain and Full Time Equivalency in the Development of Collaborative Efforts

Resistance to collaboration between universities, teachers, and school administrators should not necessarily be construed as resistance to professional development of teachers or as mean and petty-minded educators. The resistance reflects deeper, more basic concerns. Professors of education and school administrators have both institutional and personal financial interests at stake. Depending upon the future direction of teacher centers, their activities hold the potential for jeopardizing the current roles of professors and school administrators, and consequently present the potential for undermining the very livelihood of these persons. Even well-intentioned professionals find themselves caught up in this bind. It is difficult to imagine that professional educators will actively support a movement which they perceive may eventually result in the elimination of their jobs.

Teacher centers which compete for students with universities and established district inservice programs are regarded as a threat when they duplicate services. Teacher centers which operate in this context continue to encounter resistance to collaboration. However, teacher centers which do not duplicate services, and, thus, do not compete for students, have the support of universities and school administrators. At the Cedar Falls Teacher Center one-time workshops on specific topics are offered. No credit is given; the only incentive is high interest on the part of teachers. Universities maintain their incentive of credit courses. On the other end, the official LEA inservice program continues to devote attention to long-term curriculum development goals. Each group respects the efforts of the others and is careful not to duplicate activities, courses, or services. While those involved are happy with the arrangement, this arrangement could only be considered collaboration in the loosest sense.

Additionally, although high interest may work as a sufficient incentive to Cedar Falls teachers, the Syracuse University Documentation Project for Federal Teacher Centers, reports that, in 1979, college credit accounted for 25% of teacher participation in teacher center activities. While college credit was the single most important incentive, district inservice credit was the motivating incentive for 18% of all teacher participation. Still, 18% of teacher participation occurred without any tangible incentive--presumably the teachers had high interest as their only motivation.

The success of collaboration is inextricably tied to state funding formulaes for teacher training institutions, university incentives for professors, and certification requirements for teachers. Full-time equivalency

(FTE) is an old concept used by universities to measure workload. FTE is the number of students a professor teaches multiplied by the number of credits which the course(s) is worth. A professor who teaches a three-credit course to 25 students generates 75 FTEs.

Universities submit total FTEs to their state education agency for financial support. SEAs fund universities based on FTEs, although universities generally maintain the right to determine what each professor's workload should be. While one university may determine that a full-time equivalency faculty position should generate 240 FTE credits, another university may determine that one FTE faculty position should generate 300 FTE credits.

Additionally, a professor's workload takes into consideration his or her research, scholarly publications, and participation on university committees. Teacher centers call into question the appropriateness of measuring faculty workload based solely on these traditional indicators (i.e., FTEs, research, publications, university committee work).

States in which teacher enrollment in teacher center classes taught by professors can be counted toward FTEs, and, thus, generate state support to the university, encounter support for teacher centers. However, when that same teacher center class is taught for university credit by someone other than a professor, professors feel their own role and usefulness is threatened. In some states, such as Oregon, legislation prevents teacher center enrollment from being counted toward university FTEs regardless of who teaches the class. Thus, there is no incentive for professors to work with teacher centers since their work will not be recognized as part of their workload and since they will not be generating FTEs. Professors' own good will is their only motivation to work with teacher centers, unless, of course, the teacher center hires them as consultants, or their dean rewards field-based work.

Universities in most states are free to determine if teacher center courses can be offered for university credit and, thus, generate FTEs. At Syracuse University the College of Education's Field Service Committee determines criteria for credit courses offered off-campus, including teacher center courses and study abroad programs. A primary concern is to maintain university standards and to eliminate duplication of courses already offered at the university. A key question in evaluating off-campus courses is whether the course can more appropriately be offered off-campus. Many Syracuse Teacher Center courses currently *do* meet that criteria and do carry university credit.

Teacher center courses which do not carry university credit can, nonetheless, compete for enrollment when the courses carry district inservice credit. Most school districts have increments in their teachers' salary schedule based on credit hours taken by teachers. These credit hours can be either university credits or school district inservice credit. Thus, for teachers who are not pursuing an advanced degree, district inservice credits will suffice to earn them salary increments. Their enrollment in teacher center courses, usually free of charge, reduces university enrollment. Further, in some states teacher center courses can be substituted for university courses in fulfilling requirements for permanent certification or for certification renewal.

As a result of university reward systems and state funding formulaes based on FTEs, the relationship between universities and teacher centers can be one of three kinds: 1) competitive, 2) separate, or 3) cooperative.

1. Competitive - The university competes with the teacher center for enrollment. Enrollment in teacher center classes which do not offer university credit reduces university FTEs and, thus, reduces state support to universities. Professors of education see teacher center instructors usurping their role as teacher trainers.

2. Separate - The teacher center offers mainly one-session workshops of high interest which carry no credit. The university continues to offer credit courses as does the established school district inservice program. Mutual support of these various efforts is likely to exist so long as no infringement occurs.

3. Cooperative - Where universities and state legislation provide incentives, professors are likely to work in a collegial spirit with teacher centers. Both parties are able to work as partners for each other's benefit and for the improvement of the profession.

Collaboration between Higher Education and Teacher Centers

There are a variety of ways in which teacher centers and higher education collaborate. This collaboration sometimes begins with the initiation of a proposal for funding. After funding, the collaboration spans a variety of activities from the involvement of a higher education policy board member to sharing of resources. Examples of higher education's involvement are described in this section.

Preparation of the Teacher Center Proposal

A content analysis of the first teacher center proposals in 1978 by Yarger and Mertens (1979) indicated the following:

- 44.2% of the proposals did not involve any IHE in the development of the teacher center proposal
- 37.6% involved one IHE
- 8.6% involved two IHEs
- 7.9% involved three to five IHEs
- 1.5% involved six to ten IHEs.

Of all proposals received, 10% designated the IHE as the grantee.

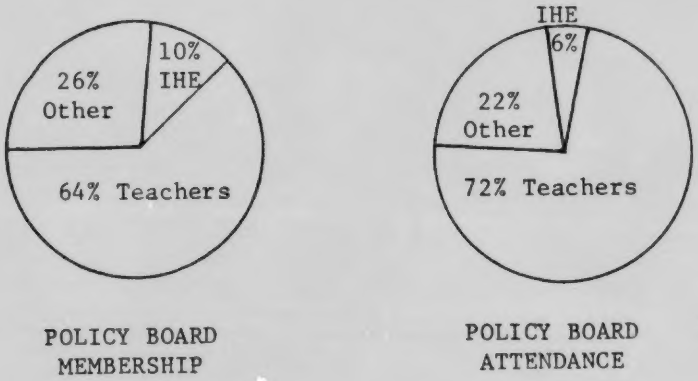
The most valuable assistance from higher education in preparing the teacher center proposal has come in the initial year. Professors offered valuable expertise on how to prepare and refine a proposal, particularly in the areas of program goals and program evaluation. In some instances the initial idea for writing a proposal originated with the IHE even though the LEA was designated as the grantee. In continuation years, the proposal is more likely to be prepared primarily by the teacher center director and other teachers. Higher education persons who did participate, participated equally with other policy board members. Their primary assistance, however, was in reviewing the final proposal before it was submitted.

Policy Boards

Teachers comprise an average of 64% of the membership of policy boards as shown in Figure 4. Although IHE representatives are officially voting members of policy boards, they do not attend meetings as regularly as the teacher members (see Figure 4). Teacher center directors indicated that the less regular attendance patterns were due, in part, to time conflicts and longer distances which IHE members had to travel in order to attend policy board meetings.

FIGURE 4

Policy Board Composition



By their third year of existence, policy boards had learned how to ensure productive and cooperative membership from IHEs. As higher education members resign from policy boards after serving two years, they typically recommend a replacement. Whereas, initially IHE representatives were more likely to be selected internally, current practice is for the policy board to request a specific professor to be appointed by the dean of education.

Selectivity of this nature is rewarded by IHE representatives who are supportive of teacher center philosophies and eager to work more closely with practicing teachers. In many instances, these IHE representatives are former classroom teachers with established records of excellence and classroom innovation. They are likely to continue to perceive themselves as "teachers" even in their role as university professor.

The IHE representative brings a university perspective to teachers on the policy board, often raising points which might otherwise go unrecognized. Conversely, the IHE representative communicates the teacher perspective to his other university colleagues. The role of intermediary between schools and IHEs is an important one which has been well established in some teacher centers and would be beneficial for other centers to develop further.

The perceived role of IHEs on policy boards has improved in many teacher centers. Although some policy boards began from their inception with extremely cooperative relationships between teachers and IHE representatives, other boards did not. In some instances IHE representatives initially held the view that they would turn teacher centers into IHE organizations. Often teachers and professors viewed each other with suspicion.

That attitude is changing to one of mutual respect in which professors are likely to serve a necessary advisory role to the policy board. Some policy boards have moved beyond that to a level in which the IHE representative actively shares ideas and initiates and participates in programs with teachers.

Training of Policy Board Members

The Amherst Area Teacher Center in Massachusetts has successfully used professors to teach members of their policy board about organizational management and leadership.

The teacher center in Eugene, Oregon, brought in a private consultant to train policy board members on the dynamics of collaboration. This policy board is now a strong advocate of this training experience. Collaboration works so well for them that when members relate their success to other policy boards, they are met with disbelief.

Although Eugene used a private consultant, their alternative choice would have been a professor from the University of Oregon. The feeling is that higher education people are available to successfully conduct training on collaboration skills, organizational management, and group dynamics. While this sort of experience has been beneficial, it is not widely used.

Computer Services

IHE computer services are sometimes used by teacher centers. Services have been used to grade tests, do teacher center needs assessments and evaluations, and ERIC literature searches. The District M Teacher Center in Radford, Virginia, is trying to develop a program to maintain data on each of the teachers in its service area, including in which teacher center courses and activities they have participated.

A national teacher center conference on computer technology was held in Houston in January 1981. This conference stimulated new efforts in the use of computers for records managment and instruction.

IHE Facilities

Most teacher centers prefer to use school facilities for office and meeting space in accordance with the philosophy of providing on-site assistance to teachers. However, IHEs appear very willing to allow use of their facilities when requested.

On occasion, IHEs provide meeting space free of charge. Regulations of some State Board of Regents, however, require them to charge a facilties usage fee to outside groups, including teacher centers. In one case this fee amounted to $10 extra per credit hour, per person. In Oklahoma, the teacher center director persuaded the State Board of Regents to rescind the facility fees for teacher centers. Some IHEs provide office space to the teacher center at a rate below the general community rate for office space. Providing space for large conferences is probably the most important facilities service an IHE can provide to a teacher center. These services often include both dormitory facilities and auditoriums. Again, in some states, fees are charged; in other states the facility usage is free.

Preparation of Teachers to Teach Teachers

Preparation to be a teacher of teachers frequently centers on subtle issues of teacher self-confidence, the creative use of authority and leadership, and behaviors of facilitators, as well as analysis of curriculum. While the teacher center philosophy assumes teachers are best able to determine their needs and can best model successful teaching skills, it does not assume that teachers are experts at sharing their knowledge with their colleagues.

At the Amherst Area Teacher Center, preparing teachers to teach their colleagues is a primary service which professors extend through the teacher center. Professors typically co-develop and co-teach a course with a teacher. Co-teaching continues until the teacher feels confident enough to assume full responsibility to teach the course alone.

At the Hernando, Florida Teacher Center professors teach teams of three teachers to observe successful educational practices and then go back to their home schools and share their observations with their colleagues. By working closely with small groups of teachers and relying on them to teach other teachers, a ripple effect is used for generating and disseminating innovative ideas throughout a school system.

Serving Teachers in Large Geographic Areas

Teachers in remote rural areas such as the western states face unique problems in pursuing their graduate study. Frequently, the nearest university is over 75 miles away. Even when universities are anxious to meet teacher needs, they often have difficulty enrolling enough students in extended campus courses. Universities are reluctant to run courses at a financial loss. Teachers who are seeking advanced certification or degrees may face the unique dilemma of being required to complete specific courses which are rarely, if ever, offered in their geographic vicinity.

The District M Teacher Center in Radford, Virginia, is encouraging the school boards in six counties and two small cities to use the teacher center staff to coordinate teacher needs with the local university. Whereas a specific university class may appeal to only two or three teachers in each county, enrollment generated from a six-county area may be sufficient to convince a university to offer a course. Or, of course, the university can approach the teacher center for assistance in assessing need and generating enrollment. This coordination is especially necessary to serve minority interests such as those of high school biology teachers, special education teachers, or music teachers.

In Sidney, Nebraska, the director of the Western Nebraska Rural Teacher Center, has been trying to organize teachers into classes first, and then requesting someone from the IHE to teach them. Although the director of the Cheney State University's extended campus program is eager to cooperate with the teacher center, it entails a drive of 160 miles each way on a weekly basis to teach a course. Although two Colorado IHEs are closer to the teacher center in Sidney, Nebraska, collaboration with them is hampered by Nebraska state law regarding certification which requires teachers to prove that it is impossible for them to complete graduate classes within Nebraska before they can substitute classes taken in other states. In one instance, a professor from Colorado taught a class on techniques of teaching reading in which the teacher participants, organized by the teacher center, paid tuition to, and received university credit from Cheney State in Nebraska. Problems which arise from large geographic service areas require creative collaboration among LEAs, IHEs, and SEAs.

Teacher Centers as Promoters of Higher Education

Teacher centers provide a valuable service to IHEs by promoting and endorsing their courses. This service is particularly useful when a new or unique course is to be introduced. When teacher centers formally promote a course its credibility is increased and, thus, enrollment is higher. Higher education professors who are sensitive to the the need for credibility in the eyes of teachers routinely approach teacher center directors for help in introducing the course. Most centers have newsletters which they use to advertise courses.

In Radford, Virginia, the teacher center was influential in involving teachers in a writing project funded under Title IV-C at the Virginia Polytechnical Institute and State University. In Hernando, Florida, rapport between the schools and the the University of South Florida increased so much as a result of the teacher center's clinical professors program that one out of every four teachers in the county have entered the university's graduate education program. In Indianapolis the teacher center sponsors a "kickoff" workshop on release time to introduce new higher education courses to teachers. These workshops stimulate interest and enrollment in the official course.

Teacher Center Impact on Preservice Education

In their third year of existence some federal teacher centers are already noticing their impact on preservice education at the university. Other teacher centers have established the necessary climate to begin addressing preservice concerns.

The most noticeable influence on preservice education occurs when university professors work closely with teachers in their own classrooms. An exemplary program where this type of collaboration occurs is in Hernando, Florida through its clinical professor program. The teacher center has identified six professors who are eager to work with teachers and adapt to their needs and learning styles. The professors spend one to three days per week in the local schools consulting with teachers at the request of teachers. Teachers' requests are acted upon within one day. Professors' assistance covers diverse requests such as building and using a "loft" in a classroom, dealing with discipline, helping teachers work with special education students, and providing collegial counseling to teachers.

When the professors begin working in the classrooms with teachers, they sometimes discover that what they have been teaching at the university to undergraduate students is not always applicable to the reality of the classroom. Their experience with inservice education motivates them to modify their preservice courses. Both teachers and professors are enthusiastic about this professional relationship in which each party benefits.

In Radford, Virginia, teacher members of the policy board approached college supervisors of student teachers in order to improve the coordination and communication between the college field supervisors and the cooperating classroom teachers. Although initial interest shown by the university was minimal, the college supervisors did respond by developing a manual for use by both the supervisor and the cooperating teacher. Such first steps are important inroads toward improving preservice education. Through the College Program Review Committee, representatives of the teacher center are encouraging the policy board, university professors, and other interested persons to make a mutual commitment for redesigning Radford College's preservice educational program.

The University of Iowa has already established a comprehensive committee to rewrite and adjust the existing preservice teacher education curriculum. Although it is a university committee, outside the authority of the teacher center policy board, it is comprised of nine professors and nine professionals from the local schools, including the teacher center director. The University of Iowa recognizes the teacher center philosophy as an innovative method of providing a transition between preservice and inservice education. In the spirit of collaboration, their curriculum committee membership represents classroom teachers who, as professional educators, share an interest in improving preservice education. Teacher centers have played a determining role in establishing the necessary climate for this type of collaboration. In numerous centers, supervising teachers frequently encourage their student teachers to participate in teacher center activities. Teacher center directors are often invited to speak to preservice students to familiarize them with teacher center activities and services. The Southwest Arkansas Teacher Center reports high participation by student teachers in teacher center activities. At Syracuse University professors work through the teacher center to develop appropriate student teaching placements. These placements may number from one to 20 in any given semester. Other field placements are sought sometimes for counselors, social workers, and nurses. Networks of communication established through teacher centers have facilitated input from teachers in preservice curriculum revision.

Linkages Beyond the School of Education

Teacher center directors working closely with schools of education have, in some locations, developed a system for establishing linkages throughout the university. For example, in Eugene, Oregon, when a teacher requests assistance in his or her part her particular discipline, e.g. physics, the director asks the Associate Dean of Education for an appropriate contact in the specific department. Obtaining personal introductions through university professors hastens the process of finding an appropriate resource person and increases the likelihood of receiving assistance. Other centers formalize these linkages into a file or directory containing names of resource persons.

As teacher centers expand their offerings to meet teacher needs, it will be necessary to draw upon expertise of professors in university departments other than the School of Education. This need is particularly true when emphasis is on specific content of a discipline rather than generic teaching skills.

The Norman, Oklahoma Teacher Center made a formal agreement, in 1980, with the College of Arts and Sciences at the University of Oklahoma to offer content area courses through the teacher center. To begin with, professors from the math and home economics departments will offer courses on mainstreaming as it affects organization and delivery of the particular curriculum involved.

The involvement of teacher centers and departments throughout a university offers great potential. It is inevitable that school teachers will have to become increasingly sophisticated in their knowledge of computers, sciences, health, information systems, and myriad other domains. Departments of library science, computer technology, biology, economics, law, and others can serve a significant role in the future development of teacher center activities.

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RESEARCH AND TEACHER CENTERS: THE NEW YORK EXAMPLE

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In the past several years, there has been a noteworthy increase in continuing education activities for teachers. The increase may be due, in large measure, to a growing realization within the education community of the need for and potential promise of inservice education. There is little doubt that momentum in this direction has been provided by the National Teacher Center Program. Some educators feel that the increased attention to inservice development is only delayed recognition of when and where and how teachers acquire their critical understandings of teaching. Others claim that both the teacher center movement and the emphasis on inservice education will pass: that its popularity is due more to existing supply-demand conditions and a favorable political climate than to real needs in the professional growth of teachers. Whether or not teacher center popularity will wane with changing conditions, the future of all kinds of inservice ventures may very well depend not only on what is going on now in teacher centers, but also on what can be learned from the experiences that are taking place. Dependable information about inservice education is needed by legislators and institutional policy makers. It is also needed by the educators who are the developers of programs as well as by those who are the consumers of them.

The heightened interest in inservice education has served to call attention to how much is not known about how teachers grow into, learn about, and get better at their professional roles; particularly how they do so after completing formal preservice programs. Whether called by inservice education, staff development, professional development, teacher centering, or any of the other names it goes by, it is a sad but true fact that the phenomenon is long on theorizing and rhetoric, but short on the kind of data and study that leads to adequate understanding and that should undergird both program and policy decisions.

Teacher centers with their rich variety of inservice goals and activities provide an abundant natural environment for seeking answers to questions about the professional development of teachers. Each center can be thought of as an experiment that can be studied for its potential contribution to the knowledge base for teaching and teacher education. That each center would, in fact, become a site of such study is hardly likely however. It can only happen where researchers, center developers, and funding sources, working together, can come to agreement on the goals for acquiring information and can devise the means whereby data can be generated, analyzed, reported, and discussed.

One recent effort to study inservice education, undertaken by the New York City Teacher Centers Consortium, may serve to illustrate how research activities and teacher center programs may be joined to serve common needs for information. This study is not discussed here as a model for others to emulate. Indeed, it would be an exceedingly difficult, if not impossible, experiment to replicate. Instead, the research undertaken during the first two years of the New York centers' programs is discussed in the hopes of stimulating increased attention by both researchers and teacher center policy boards elsewhere to the need for answers to questions about inservice programs: how they work, what they are like, and the long and short range effects they have on teachers and teaching.

Background and Context of the Research

Some backgound about the roles of the Research and Development Project and its relationship to the New York City Teachers Centers Consortium is helpful for fully understanding the nature of the research that was conducted.* The Consortium was the largest of the federally funded projects of the National Teacher Center Program. It was funded through and operated within the largest school system in the country. It was planned, therefore, to encompass a number of teacher center sites and present a variety of programs likely to meet the diverse needs of teachers throughout the city. Its governance structure consisted of a city-wide central policy board and committees at each of the participating site schools. The policy board, as its name implies, was responsible for the policies that set the general direction of centers and programs across the city. Site committees were concerned with the activities that took place in the participating schools and worked through a less formal, more local, essentially advisory process.

Teacher center programs were offered at locations spread throughout the city: six elementary schools, one junior high and one high school. Some programs took place at the Consortium's central facility housed in the headquarters building of the United Federation of Teachers. Space for the conduct of the programs was donated by the participating site schools. The programs at each site school were managed by and usually delivered by teachers who were specially chosen and trained for the job. These teachers, called teacher specialists, did not report to the administrators in the site schools, but were directly responsible to the Consortium Director. Three kinds of inservice programs were originally envisioned for the centers. The first, the Individualized Professional Development Program, was to provide individual services for teachers in the site schools during the school day. The second, an

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*The past tense is used here to denote that phase of the teacher centers Consortium during which the research that is discussed here was conducted. The centers themselves are not a thing of the past. The very brief description of the Consortium in this paper refers only to the first two years of the program. Additional materials about the programs are available from Myrna Cooper, Director of the New York City Teacher Centers Consortium, 260 Park Avenue South, New York, New York 10010.

After School Workshop Program, was to offer a series of workshops and courses to teachers throughout the city. The workshops were held at the site schools, managed out of the central offices of the project, and were taught usually by teachers who were carefully selected for their particular assignments, and sometimes by the teacher specialists. The third program, a Curriculum Clearinghouse, was to catalog the inservice resources of the city and make knowledge about them available to teachers. This latter program was physically housed at the Board of Education central facilities.

The Research and Development Project was a separate component of the Consortium. It had four functions: to train the specialists for delivering the individualized programs for site school teachers, to provide assistance with needs assessment and other technical activities, to evaluate the programs of the center, and to conduct research on the programs that could lead to the description of models of inservice education. The researchers* were not in line positions within the Consortium's management plan. They were, instead, in a kind of consultant relationship to the Consortium Director and policy board. This arrangement was made possible through a set of contractual agreements, approved by the centers' policy board, between the institutions of the researchers and the New York City Board of Education. These contracts made use of funds from the teacher center grant to New York City that had been specifically allocated for this purpose.

The importance of the context in which the research was conducted should not be underestimated since it led to research designs, processes and roles that were highly unique to this work. Four conditions were particularly important in shaping the nature of the research process: the relationship of the research project to the other Consortium parts; the role of the researchers as evaluators; the role of the researchers as trainers of the teacher specialists; and the primacy of teachers and the teachers' organization in the governance and management of the centers. Each of these conditions provided advantages for the research in that they opened avenues of exploration and provided sources of information that might not otherwise have been available. At the same time, each condition placed constraints on the process and ultimately influenced the kind and amount of information that it was possible to acquire.

While these four conditions were extremely important in shaping the research processes, perhaps the most significant factor that influenced it was the status of the programs and program goals of the Consortium at the time the grant was made and the work was begun. Had the goals of the programs and the inservice activities themselves been designed with great specificity prior to the start of the project, the research engaged in would likely have been very different. The goals and programs were not predefined with great detail nor is it likely that they could or should have been. The Consortium was designed to have the flexibility of responding quickly to changes in teachers' stated needs by delivering appropriate services and activities for meeting those needs. One consequence of this flexibility is that programs did change, goals became refocused and there were inevitable shifts in conceptions of what the centers could and should be as the search for the best way of operating proceeded. Just as the centers had to feel their way along into the development of the programs, so too did the researchers have to feel their way into the development of an overall research strategy, particularly in the choice of data collection methods.

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*Two senior researchers in addition to the author of this paper shared in the work discussed here--Frederick J. McDonald and Carol A. Stevenson.

Within this context then, the research set out to look for explanations and understanding of the phenomena as well as the identification of important variables in the programs. The work started in a most qualitative way. It was a case study in which, where possible, quantitative methods were applied. As a case study, there was no attempt to compare programs of the centers with other programs or to find and use control groups. It was not research cast in experimental designs for testing hypotheses about well developed variables. It was clinical research aimed toward the inductive development of modifiable hypotheses. It is discussed within that frame of reference.

The Questions that Guided the Research

Although the methods that would be employed in the research were not clear from the beginning, the questions that the research was to address were. There were essentially three questions that guided the research. First, what kinds of staff development do teachers like? Second, what are the characteristics of staff development that are effective in bringing about change in teachers? Third, what are the characteristics and roles of those who provide staff development that are necessary to assure that the activities are both liked and effective?

These three questions are central concerns of all staff development or inservice ventures. If teachers do not like certain activities, they either will not engage in them, or if forced to do so, will most likely participate in a manner that precludes their assimilation of the content and goals of instruction. Teachers may very well like a number of programs that are offered to them for self-improvement (i.e., yoga, gourmet cooking, personal finances). These activities, however, are generally more associated with the personal than professional lives of teachers--with the exception of teachers who teach these content areas. Self-improvement activities of this sort might result in major personal changes for teachers and be very valuable to them, but would not be likely to add to their knowledge of schools or pupils, or change the attitudes they hold about education. In this sense, these activities would not be considered effective staff development activities. Effective staff development is staff development that brings about some meaningful change in teachers' professional lives. It is the kind of professional development that was, explicitly, the goal of the New York centers.

Meaningful changes in teacher's professional lives is a broad criterion covering many aspects of the teacher as professional. It encompasses the many kinds of change and growth that might lead ultimately to improvement in teaching and learning. Changes in perspectives and attitudes towards teaching, schools, pupils, or the profession itself are meaningful changes in that they frequently lead to or are associated with better instruction, with a job well done, with increased excitement, involvement and effort in the work of teaching. Acquiring new knowledge about teaching and learning is meaningful in that such growth gives teachers a strong base for planning effective instruction and for understanding, analyzing and solving teaching and learning problems as they arise. Learning new teaching skills, incorporating them into an existing repertoire, and using them appropriately in the classroom may bring about major benefits to children's learning. All of these kinds of changes contribute to the professional growth of teachers. Effective staff development can bring them about. It is, therefore, important to know what the characteristics are of effective staff development.

The question of who is best equipped to provide staff development activities that teachers like and from which they grow professionally is fraught these days with political, practical and social policy concerns. Leaving aside responses that point to institutional affiliations, more important answers need to be found. Since not all people who provide inservice activities are equally skilled at it, what are the characteristics, personal qualities, knowledge, skills, and roles that are necessary for people to deliver effective and liked staff development? What is it that they do that helps to bring about changes in teachers? What do people have to know and be in order to affect teaching and learning through staff development?

The Ways in Which Data Were Collected

During the two year period when this research was done, nineteen different kinds of techniques were used to gather and record information. Any one of the methods, taken by itself would not produce very convincing evidence (at least for other researchers) on the nature of the phenomena being investigated. Many of the methods produce what researchers call soft evidence. The power of the data collection strategy lies, then, not in the individual methods employed, but in the preponderance of information that was accumulated and verified using multiple methods and multiple sources over time as well as in the researchers' methods of continually analyzing, hypothesizing, and discussing information as it was acquired.

Each particular method was devised as a response to a specific need for information or facts that would aid in the description or explanation of the class of events being addressed, or to provide corroboration of information previously acquired, or to investigate potential alternative explanations. Each method seemed to lead logically to the next step and was based on knowledge acquired in the preceding ones. Thus a record was built block by block, filling in gaps as it grew. As the programs of the centers grew and as the researchers began to increase their understanding not only of the programs and the teacher specialists, but also of the cultural and social environments of the centers and the schools they were working in, the methods changed somewhat. They evolved from primarily qualitative to more quantitative; from informal interactions, observations, and relatively unstructured interviews, to structured interviews, questionnaires, and observations; from description of the phenomena and the identification of variables to the search for relationships among variables. The less formal strategies provided information which not only helped in the design of more formal ones, but also made their interpretation possible. For example it is impossible to conceive how the large scale teacher questionnaire study that was one of the final techniques used in the process could have taken place had not the research staff already had a well developed foundation of knowledge about and understanding of the programs.

While it is not possible in a report of this length to fully describe and discuss all of the strategies that were used to collect, record, and analyze data, a brief summary may aid in understanding the nature of the techniques that were used, give some notion of the scope of data collection, and serve to illustrate how closely intertwined the various roles of the research and development project were. Each of the strategies for collecting and analyzing data was interwoven with either training, evaluation, or technical assistance aspects of the roles of the researchers.

At the start of the project, a combined film test-interview selection process provided data about characteristics of the specialists: how they looked at, thought and talked about teaching and the ideas they had for helping teachers to grow professionally in ways that were directly related to their teaching and classrooms. While these procedures were engaged in primarily for personnel selection reasons, they also yielded base-line information that addressed aspects of the research questions.

The teacher specialist training sessions which were held on the average of one full day each week over the period of the two years are another case in which the primary goal was assistance to the specialists in the formulation and conduct of their unique roles, but which secondarily yielded information about the characteristics and roles of the specialists themselves. The training sessions also provided information about the nature and shape of the programs that were developing in the site schools; the kinds of services that were being requested by and delivered to teachers, and the effects these programs were having. During the training sessions, extensive records were made in the form of handwritten notes, audiotapes, videotapes, worksheets, training manuals, or questionnaires—depending on the kind of information that was being gathered. Many of the training activities naturally lent themselves to one form or another of recording. For example, to help the specialists become more skilled in conducting one-to-one conferences with teachers over teacher needs and goals, the specialists engaged in role-playing activities that simulated the kinds of actual conferences they were having. These sessions were videotaped, analyzed and discussed with the specialists and then the process was repeated. To help them become better at evaluating the problems teachers were presenting them with, they devised systems for recording and analyzing information about the teachers and classes they were working with. To help them get a handle on how to distribute their time most effectively, they had to provide information about what services they were offering to teachers, what tasks they engaged in to deliver the services, and how much time they devoted to each. These data were recorded variously in time logs or in response to questionnaires or in case study reports that they constructed.

The informal interactions and observations between the specialists and the researchers that occurred both during the training sessions and during the researchers' visits to the site schools provided particularly valuable information about the roles of the specialists, how they were perceived by the site school staffs, the kinds of activities that were being engaged in at the sites, the extent of teacher participation in them, and the effects that the programs were having on teachers. In addition, the specialists were interviewed about these questions at least six times over the two years, using progressively more structured interview schedules. The structured interviews lasted, on the average, for a full school day and all were tape recorded.

From the foregoing paragraphs, it is apparent that the specialists were major sources of data about the programs in the site school teacher centers. They were, however, not the only sources. Teachers from the site schools provided a great deal of information. The researchers had many opportunities to interact informally with teachers from the site schools both at the schools and at other meetings where they were present. At times, the researchers were invited into the classrooms of teachers to see how they were using techniques that had been learned through participation in teacher center activities. Frequently, on visits to the schools, the researchers, who were viewed by teachers as yet another source of assistance, were included in discussions, conferences, and planning sessions.

Aside from the knowledge that was acquired about the centers from teachers through these informal means, two main strategies were developed for acquiring data more systematically. At the close of the first year of the project (about six months after the specialists were in the schools), a sample of twenty percent of the teachers representing all grades and teaching assignments at the elementary sites were interviewed. These relatively structured interviews explored the kinds of ways in which the teachers had participated in center activities, what they saw as needs and goals for themselves and for their colleagues, how they saw the specialist role in their school evolving, and, in general, what their reactions were to having and participating in teacher centers in their schools.

Toward the end of the second year of the programs, a major effort was undertaken to collect data from all of the site school teachers about how they had participated in the programs, what they felt happened to them and their schools as a result of that participation, what they viewed as the ways in which teacher specialists had helped them, and how they viewed the center and specialists in relation to other aspects of their professional environment. Four questionnaires were developed, one to address each of the areas. The instrument on teacher participation contained 17 items, each of which described a way in which a teacher could use or contribute to the center. Teachers responded by checking whether or not they had participated or how often they had participated in that way. The instrument designed to look at teacher center effects on teachers consisted of 31 items that teachers or specialists had reported as occurring or had expected to occur as a result of participation. Each of these items was cast as a quote to which teachers could respond by indicating how accurately the statement reflected a personal effect for them. The questionnaire about the role of the teacher specialist contained 33 items about what the specialists did to help teachers. Teachers responded by checking how frequently the specialist had done that thing for them. The fourth instrument used a semantic differential format to ask teachers to rate eight concepts (their teaching, their students, their profession, their school, the administration in their school, the teacher center, the specialist, and the site committee) using 12 bi-polar adjective scales. Each teacher in all of the site schools was given two of these questionnaires to respond to in a distribution design that permitted looking at all possible relationships between questionnaire responses. Over sixty percent of the teachers completed and returned the questionnaires that had been assigned to them.

In addition to the techniques just described, specific information about the nature, scope and effects of the after school workshops was collected. These data were acquired in a number of different ways also: from informal interviews with instructors and participants, from administrative records and course outlines supplied by Consortium staff and instructors, from structured observations of workshop sessions, from questionnaires given to all teachers during the final sessions of courses, and from follow up questionnaires mailed to a sample of the participants about six months after the completion of the courses.

Knowing about the timing of data analyses in this research is as important to understanding the process as knowing about the kinds of data analysis that were employed. Ultimately, content analysis, frequency tabulations and descriptive statistics, correlational and factor analyses were used. The data were not "stockpiled" and then analyzed after all the results were in. On the contrary, there was a continuing cycle within the project of acquiring information, analyzing it, discussing results among reserach staff, project staff and with external consultants, and then checking and verifying the validity of data and tentative conclusions. The cycle was repeated innumerable times over the two years.

What the Research Says

The process described above resulted in understandings about the New York teacher centers' services to teachers, program effects, and the roles of the specialists that can be stated with some degree of confidence. Two kinds of results are particularly noteworthy. One concerns the description and categorization of activities, effects, and specialist roles, and the other the identification of three models of inservice activity that were operating in the centers during that time.

Teacher centers are typically places where a great deal of incredibly diverse activity occurs. They are places where teachers borrow, contribute, or make materials for use in almost every conceivable curriculum area; where teachers exchange ideas, attend and give workshops, courses, mini courses, and seminars; where they deliberate, plan, confer, argue, question, gripe, celebrate, dream, hope, and just plain relax with colleagues. The New York centers were no exception. For the mind that loves to simplify and speculate, the kaleidoscope of activity and excitement presents a fascinating but difficult challenge. Reasonable order had to be made by reducing the data to manageable and logical categories if there was to be any understanding of what was going on. Identifying the underlying structures of teacher participation, program effects, and the roles of the specialists was a major task that was accomplished. That structure is summarized in Table 1. The categories within the structure evolved over the two years and were verified as categories by the results of factor analyzing questionnaire responses.

TABLE 1

Structures Underlying Teacher Participation, Program Effects, and Specialist Roles in the New York City Teacher Centers (Spring 1980)

Participation-Use of Services	Participation-Contributions to Activities	Program Effects	Specialist Roles
Technical Assistance Services Teaching Change Services After School Workshop Courses	Governance Processes Lending of Teaching Expertise	Increased Awareness of Alternative Ideas, Methods, Materials Teaching Change School Communication Effects Teacher Sense of Efficacy	Technical Assistance Provider Instructional Change Agent Explainer and Theorist Center Manager

There are five categories, or ways in which teachers from the site schools could take part in teacher center activities. (All teacher participation was voluntary.) Three of the participation categories were ways of using services of the centers, two were ways of contributing to them. These categories are not mutually exclusive. Teachers from the site schools could and usually did engage to varying degrees in all of them. Teachers outside the site schools were generally limited to participation in workshops although there were some small exceptions to that.

The first participation category, and the one most heavily subscribed by teachers is the use of technical assistance services. Teachers who used these services engaged in such activities as borrowing materials from the center, using the physical resources of the centers (i.e., audio-visual equipment, laminating or duplicating machines), having brief informal contacts with the specialists in which a request for a specific kind of material or idea was fulfilled on the spot, or attending brief, one or two session lunch hour workshops. These latter were 20-30 minute sessions that covered a large range of topics: how to use The New York Times in the classroom, an introduction to finger math, making filmstrips, self-awareness, moral education, Great Books programs, informal reading assessments, free-hand letter cutting, and so forth. They were not meant to be exhaustive on a topic, merely introductory, stimulating, or helpful in giving teachers a skill or material that could be mastered in a very short time.

The teaching change category of services was different in focus, intensity, and degree of individualization. Teachers who used these services engaged in rather long-term interactive relationships with the specialists over some aspect or another of their classroom instruction. These teachers had a series of individual conferences with the specialists and usually had the specialist visit their classrooms to help them plan and institute a fairly complex new teaching approach, or to develop extended curriculum materials and plans and put them in place, or to work on some problem or goal of their classroom instruction. These teachers were involved in looking very analytically at their own classrooms and devising in-depth plans of action.

The motivation of teachers to participate in both technical assistance and teaching change services was not because they felt inadequate or because they had received poor ratings on administrative evaluations. However, several teachers who had been given unsatisfactory ratings ultimately took advantage of the services. The primary reason teachers availed themselves of these services was because they saw in them ways of improving what they were doing: frequently, a way of escaping the usual and sometimes boring routines they had developed as experienced teachers; usually as ways of making instructional life more interesting for both themselves and their pupils. Teachers who engaged in the more intensive activities did so because they saw in the availability of the services an opportunity to make some major changes in their classrooms without having to do it in isolation. They saw the process as a way to experiment in safety and with support and help.

The third participation category, least heavily subscribed by teachers from the site schools, and very heavily subscribed by teachers from across the city, was the after school workshop program. These workshops were offered as a series of eight or fifteen week courses on a variety of topics: diagnostic-prescriptive reading methods, mastery learning, classroom management and discipline, making multisensory materials, etc. All of these courses carried some form of school district inservice credit. While the workshop programs strongly resembled courses and workshop series in other districts, there were several important distinctions. First, a workshop was not offered unless the need for it and interest in it was determined from information supplied by teachers. Second, flexibility was built into the workshop process so that even after the course had started, the instructor could make revisions based on the interests and needs of the participants. Third, the workshop instructional methods were highly interactive encouraging the participants to try out the new things they were learning as they were learning them and then to bring results back to the group for discussion. While the teachers who took the workshop courses expressed many reasons for their participation, the reason most frequently stated was that they wanted or needed the inservice credit and the course they were enrolled in seemed like an interesting way of getting it. There is no doubt that teachers liked the workshops. Not only did they say so, but there were many teachers who continued to take them.

The fourth and fifth participation categories refer to ways in which teachers could contribute to teacher center activities. Teachers contributed either through the governance processes which included membership in either site committees, the policy board or both, or through lending their own teaching expertise to the centers. Teachers who made the latter kind of contribution might have instructed in the after school workshops, or led discussions during lunch hour workshops, or contributed materials, techniques or ideas they had developed to the centers, or they might have modeled or demonstrated particular methods or techniques for other teachers--either in workshops or in their own classrooms.

Four categories of effects were associated with teacher participation in center activities. The strongest effect, accounting for over seventy percent of the variance in the factor analysis of questionnaires, was an increased awareness of alternative teaching techniques, materials and ideas that was accompanied by an increased willingness to try out new things in the classroom. Teachers who were affected in this way had a greater knowledge of what materials and techniques might be used to address particular learning goals. They felt that they had become better planners, had a greater understanding of pupils, knew better why some techniques worked and others didn't, or were making much more use in their classrooms of self-made materials.

The second kind of effect that was identified went well beyond improved knowledge of materials and alternative methods to the actual institution of real changes in classroom processes. Although the teaching change effect was not a very strong one, there is no doubt that some very important shifts in teaching strategies took place, and that some of them directly affected pupils. A number of teachers who had previously used rather traditional whole class instructional methods moved to grouped instruction or instruction in learning centers. Some teachers began to use more sophisticated questioning strategies, some to move their approach to reading instruction from a materials directed or dominated one to more diagnostic-prescriptive, pupil dominated methods. A number of teachers instituted mastery learning procedures into their usual methods. A number of teachers felt that their students were learning more or better as a result of their participation in teacher center activities, some were able to demonstrate this, and a few were able to demonstrate it dramatically. Teachers who were affected in these ways expressed confidence in their improved ability to analyze teaching and felt they knew better what was particularly good and what could use some improving in their teaching.

There was an interesting but small school effect that was associated with activities in the site schools. It was not the kind of effect that documents impressive increases in pupil learning, but certainly represents an important step in that direction. Teachers seemed to be better informed about what their colleagues in other classrooms were doing and felt that curricula in their schools had improved as a result of increased interaction among members of the staff. Administrators in several of the schools seconded this perception.

Another small, but nonetheless important effect was identified regarding teachers' sense of efficacy. Teachers expressed greater confidence and renewed interest in their teaching, and felt that they were more able to deal with teaching and learning problems as they arose. Both the research staff and the project staff had hypothesized that this particular effect would be stronger. Surprisingly, although sense of efficacy was identified as a very real effect factor, it accounted for very little of the variance in the factor analysis of questionnaires. However, as we shall see presently, it was related in a very interesting way to several of the other main variables in the study.

Four distinct roles of the specialists were identified as being associated with center activities and effects. In order of decreasing emphasis, they are: the specialist as technical assistance provider, as classroom instruction change agent, as explainer and theorist, and as center manager. The role as technical assistance provider encompassed several different kinds of tasks; the most important were giving teachers concrete and specific ideas for use in the classroom, and making, ordering, or finding specific materials that were requested. The specialists in searching out and presenting new ideas for teachers frequently presented a number of alternatives in such a way that teachers could use, adopt, adapt, or reject them as they saw fit. The specialist in this role was seen as someone who encouraged and reinforced teachers, who lent them a sympathetic ear, and who provided moral support from the perspective of one who really knew the classroom and what the teachers were trying to accomplish.

The specialist as a classroom instruction change agent was seen by teachers as co-solvers of instructional problems--one who could observe instruction impartially and provide an analysis of the teacher's class in such a way that the teachers could gain insights about their instruction. In this role, the specialists frequently modeled or demonstrated in the teacher's classroom or arranged for appropriate classroom intervisitations so that teachers could see what it was they were trying to accomplish.

The specialist as explainer and theorist stimulated teachers to be more reflective about their teaching and, at the same time, inspired a sense of group belonging and purpose. This role of the specialist was necessarily more didactic than the preceding two but in this role, the specialists also encouraged teachers to develop their own leadership potential: to demonstrate their techniques, lead a discussion, instruct a course or workshop, or simply to share ideas in a small group. Main tasks in this role for the specialists were determining teacher needs, or helping them to determine them themselves, pointing out next steps, explaining techniques or principles or the rationale behind certain methods or ideas.

As center managers, the specialists engaged in a variety of administrative tasks: conducting meetings to plan center activities or services, arranging for and hosting workshop and discussion groups, publicizing the activities of the center, distributing and composing newsletters containing curriculum ideas and materials, and completing the inevitable paper work and chores associated with running the centers.

The interrelationships found among the categories in this structure were most interesting. Though not particularly surprising, they confirm many notions and verify some assumptions under which teacher centers in general are operating. The effect of increased teacher awareness of alternative ideas, techniques and materials was strongly related to all kinds of participation in the center and to all of the "helping" roles of the specialist. The teaching change effect, however, was related only to the role of the specialist as a classroom instruction change agent and was also related to a heightened sense of efficacy among teachers. The efficacy effect was also mildly related to the school effect. Perhaps the more we know about how others do things, the more confidence we have in how good we really are! One of the most interesting sets of relationships that was found among the categories confirmed the relationship between teacher participation in governance activities and their participation in other activities and the effects that flowed from them. Site committee and policy board participation was strongly associated with the use of both technical assistance and teaching change services, but not with attendance at after school workshops. Two of the effects categories, increased awareness of alternative materials and techniques and the school effect, were both strongly associated with participation in governance processes. These results give added strength to a basic teacher center idea that increasing teachers' control of their own inservice destinies can have salutary effects on how teachers involve themselves in the activities and the results that may accrue from them.

The study of the first two years of the New York teacher centers provides strong evidence that three very distinct models of inservice education were underlying the programs; a workshop model, a technical assistance model, and a teaching change model. The evidence suggests that each of these models differs from the others in many ways: the kinds of needs assessment activities that should be employed, the nature of the goals that each of the models best addresses, the motivation of teachers for participating in activities derived from the models, the criteria by which programs should be evaluated, the characteristics needed by the people who are delivering programs, the kinds of instructional methods that are suited to each model and, perhaps most importantly, the nature of the effects that may reasonably be expected to flow from them.

Whether or not these models are generalizable to other teacher centers or to other inservice ventures can only be surmised at this time. Indeed, whether or not the models will continue to provide explanatory power for the New York centers remains to be seen. Whether or not these models are capable of being institutionalized is only a guess right now. These, along with a host of other unanswered questions about the models would be worthy of continued study. This paper has attempted to describe the research process and results from the study of the first two years of the New York centers in order to stimulate interest among other researchers and teacher center people in pursuing some of these questions. The attempt will have been successful to the extent that it results in further research, discussion, and reflection about how inservice programs operate, what they are like, and the long and short range effects they have on teachers' professional development.

THE IMPACT OF TEACHER CENTERS ON CURRICULUM REFORM AND FACULTY DEVELOPMENT IN HIGHER EDUCATION

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Higher education's collaborative potential with teacher centers for preservice and inservice professional development has yet to be realized. Many systematic and comprehensive efforts have been conducted in recent years regarding this topic and while admittedly disparate, particularly significant data has been documented by teacher center cluster systems (Fielding and Hersh, 1979) as well as through the work of Sam Yarger at Syracuse University.* The following observations and learnings have attempted to be built from a comprehensive context which includes heady visions of desirable "oughts" regarding the state of higher education's learnings. When considering these oughts, Kersh, Collins, Jalbert, Massanari, and Meshover's 1978 AACTE monograph (1978), and most recently Hersh and Fielding's document Discovering Teacher Centers: The Northwest Passage (1979) have been particularly helpful.

Originally, our first inclination to grapple with this task was to develop a two column presentation. The left column would be entitled "What is generally being learned" and the right column headed "What ought to be learned." Unfortunately, as we began describing general applied learnings, this left column remained empty. Perhaps as a moral development researcher, Dick Hersh could critique this void in terms of our low level of consciousness or as a reflection of higher education's egocentric world view. At any rate, ignoring the virtues of humility, we decided to risk another approach to this article. This approach consists of three parts: first, examining some relevant sources useful in analyzing a matrix of learnings; secondly, sharing some personal perceptions both current and future, in light of higher education; and finally, applying the concept of a "continuum of self diagnosis" in terms of curricular reform and faculty development in schools, colleges, and departments of education (SCDEs).

Available Data Sources

One way to develop an analysis of the current impact of teacher centers on faculty development and curricular reform in higher education is to use Carey and Marsh's framework (1980). This framework, although designed to study the extent to which different Teacher Corps inservice practices had been institutionalized, offers five Likert scaled factors relevant to our current task:

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*See Howey & Joyce, 1978; Howey, Yarger, and Joyce, 1978; Schmieder & Leonard, 1974; Yarger, 1977; Yarger and Leonard, 1974; Yarger and Schmieder, 1977; Yarger and Yarger, 1978.

- ownership and active support of programs displayed by higher education
- approval of programs (as desired) by higher education
- funding support, both internal and external
- concrete plans or actual ongoing program operation
- staffing operated by regular/permanent/stable staff

If one attempted to transfer this Teacher Corps analysis toward viewing learnings about teacher centers and the role of higher education, we would probably find some consensus on the following:

TABLE 1
Higher Education's Learnings Regarding Teacher Centers
Using Carey/Marsh Framework

FACTOR	AUTHORS' RATING (using 5 point scaling where 1 = no institutionalization and 5 = extensive institutionalization)	RATIONALE
OWNERSHIP in the relationship of the teacher centers and higher education	2	While ownership started very clearly from the teacher association and leadership with a quasi-adversarial relationship to higher education, evidence suggests a slight shift; in this decade we anticipate even stronger shifts to the right (i.e., 3.5)
APPROVAL by higher education for field-oriented, "hands-on," and teacher self diagnosis qualities manifested by teacher centers	2	A low rating exists as approval for these qualities are predominantly only in theory, and not practice.

FUNDING	1	In the first year of operation (1978-79), 61 projects were funded for a total of $8.25 million for 1979-80 school year, 89 awards, including 29 new projects, were granted $12.625 million. While Carter recommended an 8% increase in federal funding for 1981 (i.e., $14 million) (Neill, 1980), absolutely no IHE funds have been used as of yet for the principles of institutionalizing teacher centers nor as a source of teaching the IHE as learners from the field; some units may assign higher education faculty as part of their assignment but this seldom reflects in actual teaching load.
OPERATION	3	Higher education stands on the threshold of assuming pro-active learner roles regarding its own continued professional development and increasing opportunities for the policy board to unify the diverse constituency which compose the professional teacher's environment.
STAFFING	1	Staffing is linked integrally with funding rationales.

All in all, when one views higher education's learnings using the Carey and Marsh factors of analysis, a very low score appears likely. Of course, we recognize the limitations of transferring directly their institutionalization factors as applied to Teacher Corps, but still see the five factors as a helpful place to commence our quest for a matrix to view SCDE learnings regarding teacher centers.

A second means for analyzing SCDE learnings from teacher centers can be found in Hersh's Discovering Teacher Centers: The Northwest Passage (1979).

Specifically, he offers three major factors and corresponding sub-characteristics:

- philosophy
- institutions
- programs

Viewing higher education's impact from this triadic perspective, the descriptions detailed in Table 2 seem appropriate.

TABLE 2
Higher Education's Learnings Regarding Teacher Centers
Using Hersh's Framework

FACTOR	AUTHOR'S RATING (where 1 = low and 5 = high in terms of established qualities)	RATIONALE
PHILOSOPHY of		
a. autonomy	2	While certainly strong when Teacher Center Program first became law under PL 94-482 (1976), NEA and local units still maintain vivid autonomy demands from higher education.
b. community	4 for Teacher Centers 2 for SCDEs	Some SCDE representatives have paticipated in multiple levels of the "community of teachers" (Burke, 1978; Curry, 1980; Hoffman, 1979; Pipes, 1978) but this involvement does not appear to be generally accepted as a serious impact on higher education. Two main levels do persist: (1) the community of teachers' role has been as peers in self diagnosis and best able to address the needs of individual teachers. (2) clusters, like its Teacher Corps precursor, are another "family" that appears to be emerg-

		ing in higher education and teacher preparation, i.e., "teacher center people."
c. effectiveness	1	Actual documentation of impact on effectiveness is limited and this factor stands much testing in the future (Howey and Joyce, 1978). While efforts at systematic evaluation for teacher centers is now being conducted by Yarger and some systems are participating in cluster evaluations, much evidence smacks of pre-NIE era reductionistic designs. Higher education and in particular our institution, is very critical of this limited data base and institutional relationship.
INSTITUTIONS	3	Our evidence indicates only few SCDE have been investigating five critical processes: 1. building a stable and cohesive policy board. 2. finding adequate directors. 3. communicating with diverse constituents. 4. dealing with federal systems. 5. creating an adequate support staff. Unless higher education 'steps up' its involvement in these processes, the establishment of field-based learning will continue to be an elusive SCDE goal.
PROGRAMS	4	Although Yarger indicates higher education is beginning to sense a potent role if willing to be interdependent with teacher centers, widespread attitudinal impediments still exist in SCDEs regard-

ing 'hands-on learning,' modular programming, individualization, diagnostic teaching, systematic evaluation, and needs assessment (Note 1). At UNLV, for example, these are values held increasingly by our faculty who work directly with teacher centers. Furthermore, these values are being demonstrated across the board in their SCDE activities. Programmatic tenets of teacher centers are increasingly matching quality programs in SCDEs. Needs assessment, evaluation, & individualization are growing concerns in SCDEs.

Overall, the qualities outlined by Hersh are displayed to only a mixed extent by SCDEs. Without question, future higher education efforts should give increased concerted pursuit toward interdependent negotiation with teacher centers regarding the following important targets:

- intent of autonomy and philosophical position
- intent of profession manifesting its own diagnosis and self planning
- intent of a systematic approach to instruction, staffing, and evaluation.

Perception Data Regarding the Future

In speculating on how the framework and eight factors involved in the matrix would be evaluated by SCDEs in the future, and barring what futurists describe as 'catastrophic changes' (e.g., major changes in national leadership such as president, secretary of education, NEA slippage in power, etc.) the following projections should hold. Perceptions of the future represent five year projections and are applied to the current learning trends of SCDEs as presented in the previous section. Specifically, the future of these eight factors is envisioned as follows:

Ownership. SCDEs will have extensive ownership in teacher centers. Clearly they will resurge as the crediting and certifying body. This direction will arise from two current trends: (a) higher educations's continued observations that they need to be part of the inservice relationship, and (b) higher education's continued role as the certifying body for continued academic courses. Also, part of this ownership transition will result from higher education's internal adjustment of its own curriculum and increasing attention to the relevancy of field practitioners.

Approval. Increasingly, SCDE will approve teacher center basic tenets (i.e., valuing "hands on," needs assessment and the relevance of content). Individualized modules will continue to be a trend in higher education but this trend will increasingly be resisted inside the academy by more "academic" minded professors. But overall, higher education will progressively service and approve the services of teacher centers.

Funding. Higher education will be benefitting by the FTE and the tuition of teacher center participants five years from now and therefore, part of the regular assignment of some faculty will be "teacher center type" activities, either as part of their assignment or as separately compensated overload.

Operation. Higher education will become an active participant in the policy development in the teacher centers, sharing diagnostic responsibilities of individualized teacher programs, and institutionalizing the reconfiguration of SCDEs in teacher centers.

Staffing. Again, this is consistent with future funding patterns.

Philosophy. Higher education will have learned that if it does not adjust to a more collaborative continuum of diagnosis, it will have no role at all. What is now an important element of autonomy in teacher centers will be shared and institutionalized in future higher education efforts. Teacher associations manifesting their need for their autonomy back in the early 70's will have shifted tremendously by the mid 80's. The reason this will take place is because higher education will have learned that the association's need for autonomy was a direct reaction against SCDE's closed behavior historically.

By 1985, SCDEs will realize that the professional teacher wants very much the same as field-oriented, conscientious SCDEs. Higher education will join with the association and the practitioner in a sense of professional community as demonstrated by the development of internship programs around the country that tie schools, colleges, and departments of education directly with the profession. That trend will continue in a 5th and 6th year program.

In terms of program effectiveness, widespread acceptance in higher education will not be achieved by 1985. In response to the frequently collected context studies and descriptive narratives, the same people who said "that's not evaluation or proof" in 1980 will still be saying the same thing in 1985. Rather than using research, program growth will be based on increased understanding of tacit qualities and values behind the programs.

Institutions. The early conceptualization of a teacher center as an independent professional development institution will have faded completely. Institutions will be back again, primarily in the form of reconfigured SCDEs and school districts. Historically, separate and often dissonant professional growth units in local districts will stop 'rolling over' to teacher centers and absorb them. When the funding ends, professional growth will resume its old prominence, but not as a third institution parallel to teacher centers.

Programs. Model programs (manifesting the values of hands-on, individualization and needs assessment) that exist now and have been existing, will be much more common in the schools, colleges, and departments of education. Further, it would be false to claim these models were created solely by teacher centers--prior efforts existed including impetus from SCDEs in the 1960s.

Perception Data Regarding the Present

Continuous efforts at systematically gathering SCDE perceptions regarding teacher centers is needed. Toward this end, we conducted a brief survey with nearly two dozen deans of higher education. These deans were asked to assess the degree of impact local teacher centers had on pre- or inservice teacher education delivery within their universities. Less than 10% of the deans selected "great impact" whereas a majority (58%) perceived "strong impact" as a way to describe the impact of teacher centers in their SCDE learning.

The findings from this survey further imply that the professionals who became directly involved in teacher centers were only a small percent of the faculty of schools, colleges, and departments of education. These faculty were also described by their deans as strong leaders who work "with their sleeves rolled up" in the teacher centers.

The most prominent conclusion drawn dealt with support for Sam Yarger's statement about SCDE's recent learnings, that is "you really don't have to be afraid of teachers...they have much to contribute to their professional development" (Note 1). However, abundant evidence exists that most deans in colleges of education have had little if any direct contact with teacher centers, policy boards, or ongoing grants. Overall, one of the most perplexing topics developed from these deans' perceptions had to do with the whole area of professional diagnosis and the relationship of the self diagnosis to higher education's professional curricular reform and staff development.

Self Diagnosis: A Continuum for Analysis

A critical question for all professions involves the role and responsibilities of "self diagnosis" (i.e., the capacity of an individual to diagnose personal professional growth needs). We have begun to examine this concept both locally and around the country through discussions with university staffs, observation of field practitioners, and direct involvement with the Nevada State Education Association. Also, it has been helpful to look at the history of teacher self diagnosis.

For many years, it appears that higher education has attempted to diagnose teacher needs unilaterally--decidedly one end of the continuum (e.g., the all too familiar "you need 32 hours for the masters" or "5 hours every three years for recertification"). At the opposite end of this continuum, teachers would have 100% input and control in diagnosing their own professional development. Thus, the polemic would look like this:

(1)	(2)	(3)	(4)	(5)
Teacher has 100% responsibility for diagnosing needs, and planning professional development.				SCDE/State Departments of Education have 100% responsibility for diagnosing teacher needs, and planning professional development.

Any analysis of the situation prior to teacher centers indicated that higher education perceived itself as the sole diagnostic agent (i.e., point 5 on the continuum). With the developing strength of teacher centers in recent years, there is a growing concern and participation of professional teachers in this diagnostic process. In fact, the initial conception of teacher centers was born out of this need for teachers to be responsible for their own diagnosis and corresponding delivery of development plans.

Who should have responsibility in determining minimal expectations of teacher quality and future development. After having worked for many years with competent professionals in teacher associations, affiliates of the National Education Association and the American Federation of Teachers, it is our judgment that the strongest, most vivid voice in the diagnosis of professional development and teacher needs should be the teacher. However, higher education does have or must create the capabilities to assert a significant role. This role could range from philosopher inputs to applied methods specialist to that of the pure researcher whose knowledge base needs to be ever expanding. Thus, in the College of Education at the University of Nevada, Las Vegas, we have been offering a 70/30 ratio of input and control; that is, 70% of the self diagnosis is left in the hands of teachers with 30% being higher education's role. Even beyond teacher centers, higher education must begin to apply this question of self diagnosis toward its own faculty development and curriculum revision.

The dilemma remains of what this continuum implies for the netherworld of curricular reform and faculty development in SCDEs. Assuming the premise that the professional is capable and responsible for 70%, who would/should assume the remaining 30% control? Think about the interesting, albeit heated, reception if Teacher Centers were responsible for part of this 30% external influence in professional development of SCDE faculty. If 30% of SCDE faculty diagnosis is to be conducted by outside professionals, should there not be continual certification and recertification of professionals in higher education? What collaborative mechanisms should be used to establish this? And heresy of heresies, could higher education short circuit the evolutionary sequence that seems to have been required of district teachers in creating/modifying teacher centers in order to prevent the recurrence of the same extreme pendulum effect when applied to SCDE faculty development?

In summary, SCDE's demonstration of genuine collaboration and commitment toward perceiving the teacher as the major stock holder is minimal at this time. The seeds have been planted for expanding interdependent opportunities, and sharing professional responsibilities with corresponding delivery models.

Conceptualizing a realistic effort demands more attention to SCDE's attitudinal impediments and continued reinforcement of its potentially significant role in assisting teachers (30% concept) in continuing to improve the quality of education in American schools. Although the findings as presented here are minimal, the overall learnings and current potential for curriculum reform and faculty development in higher education remains high if all professionals involved can coexist as learners.

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PART II

TEACHERS AND HIGHER EDUCATION: THE COLLABORATIVE APPROACH TO TEACHER CENTERS

A COLLABORATIVE APPROACH TO TEACHER CENTERING

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Although relationships between teacher centers and universities have taken a variety of forms (Yarger, 1978; Hayen 1978), most collaborative efforts have shared the same goals: to improve the quality and relevance of inservice education for teachers, to link theory, research, and practice in classrooms, and to broaden the university's pool of students in a time of declining enrollment.

Traditional university inservice programs have been criticized for their inflexible attachment to the graduate course as the predominant inservice mode. In the graduate course classroom teachers frequently become passive recipients of professorial wisdom. They are treated very much like preservice students rather than colleagues; they are asked simply to select from a prepackaged list of educational offerings; and they are not consulted on the scheduling of courses (Drummond and Lawrence, 1978; Arends, Hersh, and Turner, 1978; Leiter and Cooper, 1978; Edelfelt, 1977). Moreover, university faculty are taken to task for their "ivory tower" lack of awareness of what actually happens day-to-day in schools. While many faculty members are in and out of classrooms often, their role is usually that of supervisor of student teachers or outside expert. They see problems from the perspective of an outsider and rarely work side by side with teachers in their classrooms in analyzing and solving educational problems.

Staff at the Chicago Teachers' Center have addressed these weaknesses by creating new and fruitful relationships among Northeastern Illinois University professors, Chicago teachers, and Center staff. While we are very far from finding definitive solutions to problems which are rooted in the history and politics of Chicago's educational institutions, we are committed to designing a process to improve local inservice programs and a model of collaboration between a teacher center and a university that might be adapted to other urban settings.

From its inception the Chicago Teachers' Center, established by a grant to Northeastern Illinois University from the U.S. Office of Education in 1978, has fostered a close working relationship between teachers and professors. Teamed with experienced teachers on the staff or at area schools, university faculty have taken part in planning Center programs, offering workshops and seminars, and assisting teachers requesting help. Through these collaborative efforts at the teacher center, new roles have been created for faculty in the College of Education at Northeastern Illinois University. Professors have departed from their customary role as expert consultants and instead related to teachers as colleagues. While these arrangements have required professors to act in unaccustomed ways, they have also opened new avenues of thinking about teachers and schools and in turn made the university more relevant to the educational community.

Collaboration at the Chicago Teachers' Center has been consistent with a philosophical perspective common to teacher centers and recent research on professional development. At the heart of the Center's approach to professional development is the belief that programs are most successful when participants are actively engaged in planning, designing, and leading those programs. Teachers not only have strong feelings about what they need, but they also have ideas as to how inservice programs should be conducted, and they resent having programs imposed on them by "experts" who know what the solutions are without having struggled recently with the nuts and bolts of classroom problems. Collaborative planning and implementation insure that programs will be in tune with teacher-perceived needs. At the same time, these relationships between the Center and teachers should be ongoing and provide ample occasions for reflection, feedback, follow up, individualization, and discussion in order to give depth to the activities undertaken. Finally, there is growing evidence that professional development is particularly effective when it is school-based (McLaughlin and Marsh, 1978). It is at the school where the isolation that has characterized the profession is most likely to be overcome and where continuity and collegial support are most likely to be sustained (Lortie, 1975). As a result, many of the activities of the Chicago Teachers' Center are focused on school sites.

Interaction between the university and the teacher center may be categorized in terms of the flow of benefits. On the one hand, the university gains when its faculty members participate in center activities that enhance their capacities as teachers of both preservice students and professionals, find ready access to current information about schools, and fashion stronger collegial ties with teachers in the field. The university may also be said to profit when its preservice students exchange ideas with experienced teachers, thereby building continuity between university studies and eventual work. The Center and teachers it serves gain when professors share their expertise in ways that encourage teachers to integrate theory into their work, when traditional barriers of status and formal scheduling are modified so that professors and teachers can cooperatively understand and address daily classroom problems, and when university faculty recognize and respect teachers' initiatives toward professional development.

Specifically, we find a number of benefits to the University from its affiliation with the Chicago Teachers' Center. (1) Professors involved in coordinating Center programs, consulting with teachers, or leading workshops have substantially increased their understanding of the complexities of school organizations. They are often prompted to revise their teaching approaches both in preservice and inservice settings in response to what they have learned through the Center. (2) The Center provides contacts for professors wishing to cooperate with teachers in applying and developing research projects, submits to university departments the results of its needs assessments, and makes it possible for professors to update their awareness of teachers' current concerns through school visits. (3) University courses may be scheduled to meet either on occasion or for all classes at the Center site. This has practical advantages for certain types of activity-oriented courses (e.g. making learning games), but is useful too for professors interested in broadening the experience of their undergraduate students. Certain benefits which might be called subliminal seem to accrue to professors and their students meeting at the Center, where the traditional teacher-student distinction is less marked and an atmosphere of shared professionalism prevails. (4) The Center has embarked upon a project of making video-tapes in classrooms in order to document exemplary practice; these tapes will be available not only for use in workshops at the Center, but in preservice classes as well. (5) The Center employs from four to eight work-study students each year who in effect are interns. At this time a number of these students have become student teachers or are in their first year on the job; their service at the Center has given them a rich introduction to the practical problems of classroom instruction, thus making the transition to their profession easier. (6) Finally, the university benefits through institutionalized contacts with the Chicago public schools and those of the Archdiocese of Chicago. Since the policy board of the Center includes administrators and teachers from both of these systems, as well as representatives from the university, Northeastern is able to maintain close ties with policy makers within the school bureaucracies and thus more effectively align its programs with current educational trends and practices.

There are also benefits to the Center--and to teachers served by it--of the link with the University. (1) The Center employs three full-time teachers who daily collaborate with university faculty members. (While two teachers have been on the staff since the opening of the Center, three others have held a rotating position.) Their association with professors, along with the many challenges of working in a teacher center, contributes to the professional growth of these teachers. (2) As a team, university professors and teachers on the Center staff plan and present workshops and seminars both at the Center and on inservice days at individual schools. Through detailed discussions during the planning process, professors are able to place research in context and suggest how theories might contribute to the joint solution of concrete curricular problems. (3) University courses of particular relevance to teachers are delivered through the Center. For example, a seminar offered at the Center in collaboration with the Institute for Psychoanalysis deepens teachers' understanding of pupils' emotional lives. The first such course for elementary teachers was scheduled in the spring, 1980; a series of follow up sessions to the course was given in the fall. A second seminar, for high school teachers, will be provided in the winter term, 1981. As part of an effort to reach other schools, the Center Reading Coordinator--a university professor--will offer a course at the Center's cooperating school in the winter term, tailoring the course to the unique circumstances and problems identified by teacher participants. She will involve teachers in planning course content and procedures, coordinate course assignments with specific classroom needs, and meet individually with teachers during the school day to discuss informally how theory and research can most effectively be linked to classroom practice. (4) At the Center's cooperating school, university professors work with teachers in their classrooms. The Reading Coordinator is available for consultation and classroom involvement one morning a week. Another professor of reading collaborated during the fall term with a teacher on a classroom spelling research project. The coordinator of the cooperating school project--also a university professor--has joined teachers in their classrooms to implement a student team learning program. She is at the school one morning a week, meeting with teachers and administrators to strengthen the school's professional development programs and to encourage teacher leadership. (5) At the Center itself a seminar/support group of teachers and faculty members interested in the application of the ideas of Piaget to the classroom have come together four or five times a year to share common readings, discuss research or work with children, and in the process reflect on the character of children's thinking in order to generate proposals for research and classroom practice.

While the Chicago Teachers' Center is proud of its record of collaboration with the university and in enhancing relationships between the university and schools, it also had some sobering experiences which point up the problems inherent in this kind of joint enterprise. Some of these we hope to overcome, partly through our own efforts and partly through proposals for change within the university. Others are probably too deeply based in the immutable nature of modern bureaucracy to be easily susceptible to change from any outside agency. Still others are complicated by the very nature of theory and practice.

The Chicago Teachers' Center is committed to assisting two of the largest school systems in the country. The bureaucracy of the public school system in particular places some constraints on the autonomy of principals and teachers. Moreover, even with the best of intentions, there is little time during the school day for professional development activities and little energy left after the school day for voluntary school-related projects. The Center's activities simply have to operate within a fixed economy of scarcity in regard to teachers' time amd energies. As a result, it is often difficult to schedule meetings or conduct follow up sessions at schools. To some extent, staff have been able to overcome this obstacle by scheduling meetings before school, during inservice times, or on Saturdays. In some cases, by creatively staffing classrooms, principals have been able to release a few teachers for short periods of time to meet with Center staff.

From the side of the university, certain traditional expectations stand in the way of the fullest and most effective collaboration with the Center. While we are not over-confident about our ability to revolutionize these expectations, we are making some suggestions that other teacher centers might want to consider.

The first problem we encountered is that the reward system of the university, with its strong emphasis on teaching traditional courses and conducting research, does not follow for the smooth integration of professors into Center programs. When we first started the Center in September of 1978, six university faculty members served as part-time advisors to the Center, each with one-quarter released time from his or her teaching responsibilities. The result was not entirely satisfactory. At that stage in our development we were unclear as to what roles would be most appropriate for professors, and the one-quarter time was so small a commitment that some professors were much less involved than we would have liked. Since then the Center has reduced the number of faculty employed and when possible has had them released half-time. Now that the role of faculty at the Center has been more clearly delineated, we plan to recommend to the College of Education that involvement in the Center's programs should qualify as part of a faculty member's regular work load. In this way the number of faculty participating on a half-time basis might be increased. This recommendation would be particularly appropriate for professors who had demonstrated an interest in Center programs through previous collaboration in the development of individual workshops, seminars, or inservice sessions.

A second problem is that not every professor is highly effective in his or her relationships with teachers. While some simply have no interest in taking part in Center activities, others who might be interested may be unaccustomed to relating to teachers as colleagues, or they may be unacquainted with the unique issues associated with implementing teacher-oriented programs. For this reason we recommend phasing professors into Center work through a series of sessions where they might acquire process skills necessary for collaboratively planned and designed inservice seminars and workshops. We anticipate that this approach would especially appeal to subject matter specialists from the College of Arts and Sciences who want to share their expertise with teachers.

A third difficulty has been the inflexibility of the standard university calendar and the limitation of university offerings to usual course formats. We urge universities to experiment with variations in the regular course schedule so that courses can be offered at times most convenient for teachers. At the same time, we recommend that course formats should allow professors to offer courses in schools for groups of teachers without relying entirely on traditional university methods. These revisions might include activities similar to those piloted at the Chicago Teachers' Center. For example, professors could observe teachers in their classrooms as they try out new techniques, advise them in small groups, or plan with representative teachers even if this entails altering the regular course schedule.

Finally, the very nature of theory and the practical complicate their integration in professional development programs. First, theory deals with a different set of problems than the practical, thus leading to certain disparities between the two. Theoretical inquiry is focused on the abstract, the general, and questions associated with system, economy, and order. In contrast, practical inquiry is focused on the concrete and particular. As a result, linkages between the theoretical and practical are necessarily difficult. Second, many of the theories that educators have attempted to use in understanding curricular problems have been borrowed from the behavioral or social sciences and were not originally intended for application to the classroom. Third, there is litle consensus among social scientists about which theories best explain human behavior. As Schwab has so aptly stated:

> There is not one theory of personality but many, representing radically different choices of what is relevant and important in human action and passion. There is not one theory of groups but several. There is not one theory of learning but half a dozen. All the social and behavioral sciences are marked by "schools" distinguished from one another by different choices among principles of inquiry, each choice of principle determining a selection and arrangement of different aspects, and different relations among aspects, of the subject under treatment. (Schwab, 1971, p. 504)

Fourth, the life of the classroom is so complex that no one theory or set of principles can fully explain or account for actions occurring there. Different theories pose different questions of inquiry and employ methods consistent with their frames of reference. As a result, each theory addresses those parts of the problem most appropriate to that perspective. No one theory explains or provides a complete picture of the psychological, social, and cultural dimensions of human action.

Schwab (p. 496) argues that two questions emerge from these complications: (1) How can a plurality of theories be readied for practical use? and (2) Where theory does not readily apply, how can we develop habits of inquiry and deliberative skills that provide for an understanding of how to cope with practical problems? Although these questions are not easily addressed, they have guided and will continue to give perspective to the development of our program in Chicago.

Although practical problems such as those mentioned in the last part of this paper need to be acknowledged, they should not obscure the fact that new collaborative relationships at the Chicago Teachers' Center show promise. Ties between the university and Chicago schools have been strengthened. Teachers have had the opportunity to promote their own growth through collaborative contacts with professors, and professors have broadened their understanding of the practical context of school teaching.

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HIGHER EDUCATION AND TEACHER CENTERS: A STATE EDUCATION PERSPECTIVE

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As we move into the next decade the issue of collaboration in education is one which must be addressed. The possibility of fewer financial resources available for K-12 and higher education, the possibility of federal block grants to state education agencies, and the possibility of the diminution of state categorical programs enhance the need for the entire educational community to come together and work together to address the needs of clients and practitioners in America's public schools: students, teachers, building administrators, counselors, superintendents, paraprofessionals and other educational staff. What this means is an end to the competition for available dollars for education. Instead of one program gaining ascendance over another through constituent argument and lobbying efforts, we see the beginning of concerted collaborative activities across the gamut of the education community to address the range of problems, needs, and resources affecting public schooling. We have available a rich history of educational programs and practices which must be shared and communicated in a manner to augment the efforts of local school districts. Educators must begin to think in terms of "our educational effort" rather than "my program."

The Federal Teacher Centers program and the many staff development activities emerging through the country stress the need for collaborative decision making about inservice education. The policy board defined in the Federal Teacher Centers legislation requires a majority of teachers and representatives of other roles in the educational community, including higher education, to set policy for a center which should meet the professional needs of teachers.

Many states have identified the need for systems to allow ongoing professional development for all educators. As a consequence state education agencies are examining procedures and processes to strengthen the continuum of preservice/inservice education for teachers; exploring the establishment of systematic opportunities for principals, counselors and superintendents to gain from proven effective practices; and looking at means to enhance the role of institutions of higher education in this process. Since the mission of the state education agency is to address the concerns of all educational workers and all agencies for which it is responsible, state departments of education and state legislatures will have to look at processes and systems to address the professional needs of all persons involved in the education of young people. Therefore, teacher centers (centers exclusively for teachers) whether funded through the federal program, local education agencies, intermediate units, higher education or private monies, will always be viewed as but one component of an overall system for professional staff development. Nevertheless, the quality and degree of commitment of higher education to the federal Teachers Centers Program may serve as a model for all emerging systems of collaborative staff development at the local, intermediate or state level. What is important for higher education at this time is to develop an active partnership with teachers and other school district personnel for the purpose of creating effective professional development activities and programs, both short-term and long-term.

Some have said that higher education must respond to this challenge if it is to survive the eighties. Some have said that if higher education doesn't respond in the manner consistent with the needs of teachers, teachers will provide their own programs and will not request further partnerships with higher education. Both statements are highly unlikely, fall into that category of "win-lose" situations, and do not look at the real issue which is collaboration.

There are many areas in which higher education can augment the teachers centers program or, in fact, any professional staff development program. The following suggestions are not limited to a teacher center:

1. Active participation and commitment to the concept of the teacher centers. As a member of the policy board of a teacher center, the representative of higher education is in an enviable position to learn the perspectives of teachers and other educators represented on that board, and impart information about the resources of the institution of higher education. He or she can often act as a bridge between views of teachers and administrators. Such a person must be cautious not to impose the views of the institution and not to communicate the "ivory tower" attitude. Always the issue is quality inservice program.

2. Participation in needs assessment processes. Every teacher center and every staff development program is involved in a procedure which delivers programs based on defined needs of educators, usually perceived needs. Here higher education can help by suggesting a variety of methods to determine the staff development needs of teachers. Of course there are paper/pencil techniques, but there are also individual interviews, the opportunity for individual or small group proposals, student data, emerging state and federal priorities. Critical to needs assessment is needs analysis or clarification of needs. It is not unusual to hear the comment that a resource person, whether he or she be from higher education or another agency, may provide a program determined through a local needs assessment procedure, only to find that the planned event was not what the clients felt they needed. Therefore, clarification of perceived needs is imperative if appropriate programs are to be provided.

3. Participation in planning activities. The ability to plan is an area which needs further development. It is impossible for members of higher education to provide policy board members and planning teams of the center with some specific guidelines for effective planning. It might be possible for a planning model to be developed by the center

for use in program planning, scheduling, budgeting and other activities.

4. Development of techniques for group problem solving, consensus building, effective meetings. The comment is often made that the policy board of the teacher center does not appear to operate the way one would hope. As with many groups some individuals dominate discussions, some never participate, some never appear to want to reach closure, some want closure too quickly, and so forth. Group behavior and group dynamics is an area where policy boards need assistance for effective operation. Again, there are skilled individuals in higher education who can provide workshops and models to improve policy board meetings and group decision making.

5. Translation of research into effective practices. Higher education has devoted much of its energy to research endeavors resulting in valuable findings which can benefit public schools. For instance, recent literature describes those variables operating in schools where students are achieving at a level commensurate with ability. It should be possible to take such research findings and, with the collaboration of teachers, principals and other educational workers, turn that research into practices at the building level which can effect change.

6. Initiation of more research and evaluation at the classroom and building level using the teacher as researcher and evaluator. Staff development programs would benefit from the initiation of more descriptive self-report activities to describe a teacher's effort to implement learnings from staff development activities. An inventory could be developed with the assistance of an individual from higher education. A report would lead to improvements in staff development programs by enabling planner and presenters more information about the program. Teachers would be more intimately involved in evaluation methodologies and offer valuable information to higher education staff relative to the implementation to new practices.

7. Documentation of collaboration efforts. As higher education engages in the collaborative efforts with local school district personnel to address issues of staff development there should be a careful documentation of activities with reports on successes and failures. Records should be shared and discussed with the education community for future problem solving and to assist future collaborative efforts.

In order for higher education to participate in intensive staff development activities, and bring this excellent resource to bear on local schools, there will need to be revisions in the funding formulae and internal reward system to make possible this collaboration. State legislators and the administrative offices within the institution should provide funds for faculty and programs based on interactions with public schools in addition to the usual credit producing formula. Higher education is not in a position financially to place faculty in local schools to serve the professional needs of educators.

There is a need for institutional commitment rather than individual involvement with local schools. Often higher education personnel consult with local schools, but for a fee as an individual entrepreneur. Therefore, consultation with school personnel should be a regular requirement of faculty. This can happen only with a revised remunerative system.

There is also a strong need for the academic world to look at assistance to public schools as a legitimate and reasonable endeavor for faculty. Advancement within the academic community should, in addition to published research, be based on documented activities within local schools, and evaluation of such efforts for future discussion.

The need has never been greater for higher education to collaborate with K-12 educators. Above are some suggestions for different areas of collaboration within teacher centers, yet they are applicable to any staff development program where the entire educational community is involved in decisions for improvement. However, for this to take place it will be necessary for state legislators and the academic community to modify funding procedures and reward systems.

A HIGHER EDUCATION TEACHER CENTER: EXPERIENCES OF THE SOUTHERN NEW JERSEY REGIONAL TEACHER CENTER

Marion R. Hodes
Glassboro State College

In September 1978, Glassboro State College was awarded a federal grant by the Division of Teachers Centers in the U.S. Department of Education to operate the Southern New Jersey Regional Teacher Center. The six-county Regional Teacher Center serves as a resource and service network with six county sites to serve the classroom teachers in public and nonpublic, nonprofit schools in six southern counties in New Jersey. The Regional Teacher Center attempts to:

1. provide for supplemental and supportive services to individual and groups of classroom teachers in coordination with the State Inservice Plan so that technical assistance and services of the state are not duplicated;
2. increase and equalize educational services for all teachers and children by minimizing geographic barrriers to accessible assistance to teachers/schools; and
3. promote utilization of cost-effectiveness principles by coordinating the delivery of education programs and services and eliminate duplication by disseminating improvements developed in one location efficiently and quickly to all other regional participants.

The Southern New Jersey Regional Teacher Center (1978 to present)

The Southern New Jersey Regional Teacher Center is governed by a Regional Policy Board which coordinates and monitors a network of six teacher center sites and programs of service. Each county teacher center site is guided by a local, county-wide Site Policy Board and full-time Site Coordinator. A Project Director and an Associate Project Director staff the regional level office. Thus, the present Regional Teacher Center is guided by a Regional Policy Board and regional project staff and six Site Policy Boards with site project staff. All seven policy boards fully meet the federal guidelines for representativeness and exercise of authority. There are 119 persons serving on the seven policy boards and teachers constitute 62% of the total membership of each board. The Center provides assistance to teachers in over 23% of the public school districts in the state of New Jersey. In addition, all the schools of the Roman Catholic Diocese of Camden are within the region.

Services can be provided for 13,864 public school teachers who teach 234,090 public school students and 1,196 Diocesan teachers who teach 30,000 students. There are, in addition, other private schools whose teachers are eligible to use the sites.

The federally funded resources are being used to (1) obtain personnel to operate the Regional Office (Project Director, Associate Project Director, clerical staff) and Teacher Center sites in each of the six counties (Sites Coordinator, clerical staff), and (2) support the delivery of regional and county programs of services to teachers.

Additional resources, including the provision of an office suite to house the Regional Teacher Center, were contributed by Glassboro State College. Technical assistance support from the New Jersey Department of Education provided inservice activities for the project staff and Policy Board Members, including attendance at conferences and training programs. Teacher Center leadership has also been involved in seeking grant awards from other federal, state or private sources where objectives coincide with Teacher Center activities (e.g., Metric Education).

Activities during the current and preceding two years focused on meeting teacher-perceived needs identified through continuous needs assessment activities. Tables I and II detail the number and type of activities undertaken during the last year (1979-80) and the first four months of the current year (September-December, 1980). The tables indicate some of the varied types of services that were delivered by the Project staff and Teacher Leaders who were selected by the policy boards. The charts indicate that there have been 14,704 participant hours of service delivered to teachers during the past 16 months of operation. An analysis of costs indicates that this service was delivered at an average cost of $28.41 per teacher participant contact hour. A total number of 9,309 individuals including teachers, other school personnel, preservice and graduate students, and community people were served during this 16 month period at an average cost of $44.77 per person. The past two and one-half years of operation of the Southern New Jersey Regional Teacher Center can be characterized as consistently increasing services to a growing number of teachers to improve children's learning in a highly cost-effective program of service delivery.

Impact Upon Glassboro State

In 1974, the Professional Studies Division and the College Board of Trustees adopted a policy to make inservice education a high priority mission. Like most other schools and departments of education, Glassboro State's delivery of inservice to teachers and schools had focused upon single training programs, courses, and/or workshops adapted to a specific individual's request. The college specializes in individually tailored services in which districts and/or teachers participate in the planning to meet their needs and priorities. These individualized responses to specific requests are supplemented by off-campus graduate courses and regular courses taught for a school or district as part of their inservice program. State policies require that teachers or districts pay

TABLE 1

LEVEL OF CONTACTS AT SOUTHERN NEW JERSEY REGIONAL TEACHER CENTER
September 1979 - December 1980

Number of Teachers Involved in Regional Teacher Center Activities	6,852	14,704 hours[+]
Number of School Personnel Other than Classroom Teachers (Supervisors, Specialty Teachers, etc.)	372	
Number of School Districts with Regional Teacher Center Contacts*	119	
Number of Community Contacts*	172	
Number of Glassboro State College Contacts*		
Students (preservice & graduate)	1,012	
Faculty and Committees	82	

[+] Participant Hours (number of teachers x Number of hours of the activity).

*Contacts by Project Staff (phone, maile, etc.) to facilitate related activities or meet individual requests for assistance; coordinating or referrring to other for assistance are not accounted for in this table.

This table was developed by Pat Richards, Associate Director, 1/30/80, from information from Site Coordinators' Reports and Teacher Center Progress Reports.

TABLE 2

PROGRAM ACTIVITIES OF SOUTHERN NEW JERSEY REGIONAL TEACHER CENTER
September 1979 - December 1980

Type of Service Activity	Number of Activities
Workshops (Teacher Requested Topics)	508
Participant Hours: 12,192	
Interaction/Sharing Sessions (role-alike groups of teachers)	114
Participant Hours: 1,440	
Distributions of Specially Prepare Prepared Packets of Information (responses to teacher requests)	305

Type of Service Activity	Number of Activities
Orientations for Teachers/ Teaching Personnel at Individual Schools	72
Building Principals	79
County Superintendents	10
Teacher Groups (role-alike groups, district-wide groups)	280
Education Association Groups	42
Private Consultations with teachers	1,718
Use of Teacher Leaders	312

Developed by Pat Richards, Associate Director, 1/30/80, from information from Site Coordinators' Reports and Teacher Center Progress Reports.

individual tuition and fees for a given course and/or credit workshop. Specialized noncredit inservice must be financed by a single school (board) district or group of educators as a separate inservice contract for workshops, short courses, or consultancies. Glassboro State has developed an effective delivery system for such decentralized inservice. But these short-term singular efforts are insufficient for the scope and magnitude of common needs within the total region which depends upon Glassboro State.

Efforts have also been made to develop inservice and courses of study which have broader, wider impact on common, high priority needs. The graduate curriculum has been, and continues to be, revised to provide Postbaccalaureate Certificates of Achievement in Language Arts and Math. Dual study in such areas as special education and vocational education has been made available at the graduate level. Other programs combine Learning Disabilities and Advanced Reading Instruction. Portions of the revised M.A. programs and Certificates of Advanced Study are available for inservice as modules or short-term instruction. However, with 13,800 teachers in this region, the 135 education faculty of Glassboro cannot meet sufficient needs to impact upon improved pupil learning through regular academic programs and single contracts for inservice.

Glassboro State looks upon the Regional Teacher Center as a means to provide and demonstrate that centralized, coordinated inservice can be more effective assistance for schools than the normally available fragmented, frequently competitive inservice offered by New Jersey colleges upon request by a single client school or teacher group. The increased ability to serve hundreds of teachers with less labor intensive inservice packages, some of which can be self-taught, has been one impact upon present college inservice efforts.

A second impact upon present inservice efforts is the increased ability to identify and develop college faculty and teachers who can increase the number of effective faculty available to inservice clients. Since 1974, Glassboro has sought to identify classroom teachers, administrators, and others who are effective in providing college courses and workshops. College faculty have been encouraged to develop skills in in working with the schools. This will increase the ability of the college to provide quality assistance to larger numbers of schools. Developing college faculty and school personnel as adjunct will also strengthen instruction in the regular college preservice and graduate programs which are still in high demand at 3,000+ FTE.

Finally, in 1978 the Chancellor of Higher Education invited the teacher education faculty at Glassboro to develop an innovative program which incorporates field-based preservice, graduate, and inservice education. The data gathered by research and assessment of needed teacher skills made possible through the Regional Teacher Center will be invaluable for developing and testing the new content for a redesigned teacher education program, incorporating special emphasis on mainstreaming and K-12 basic skill instruction. Glassboro State hopes to translate "pure" educational research into field applications as a means of improving the skills of preservice and inservice educators. The increased research base and the volume and variety of opportunities to develop field applications of teaching strategies is a major contribution.

Because of regionalization and the cooperation of many constituencies and agencies, the Regional Teacher Center has access to many of the facilities already existing in southern New Jersey. Facility needs have been met at no cost to the project. Resources for supplies and equipment have been spent each year to expand available services, providing local access in a broad geographic area. The project has made every effort to maximize the use of facilities and resources already in existence and has focused available project resources on the identification and use of human resources. This approach will continue in the proposed plan, with an increasing effort being made to coordinate and manage all resources as a county-wide, region-wide network. Glassboro State College and the Regional Teacher Center Policy Board have proven that teachers in southern New Jersey wish to use existing facilities in southern New Jersey in new, innovative ways to improve teaching and learning.

BRINGING THE COLLEGES TO THE CENTER:
THE NEW YORK CITY EXPERIENCE

Myrna Cooper and Maurice Leiter
New York City Teacher Centers Consortium

The New York City Teacher Centers Consortium has, since 1978, been engaged in a wide range of inservice and staff development activities for the City School District of New York's 65,000 educational personnel. Among its many services are on-site individual personal development assistance, an instructional information resource data base, curriculum development, specialized conferences, publication and dissemination of teacher-developed materials, research activities, a number of special services including a mainstreaming training project for teachers, and a variety of courses and workshop offerings. The Center currently operates from 20 sites throughout the New York City area.

For three years now, the New York City Teacher Centers Consortium has been working with 24 colleges and universities with schools of education which serve the Metropolitan area. Our venture was stimulated by the federal regulations governing teacher centers which specifically require IHE participation in Teacher Center Policy Boards. Because of the number of colleges in the area and the desire to involve IHEs in a meaningful and model collaborative effort rather than a mechanical participation, it was necessary to create a vehicle to facilitate the involvement of so large and varied a number of institutions. We overcame this initial hurdle through the formation of a council of the colleges which in turn designated two among them to serve as part of the Teacher Centers Policy Board and to interface with the cooperating institutions. Thus, the Council functioned to strengthen the College-Teacher Centers linkage.

It would be sufficient for meeting the requirements of federal regulations to have been satisfied with mere token and reflexive participation on the Policy Board of a discrete and carefully measured number of college representatives. However, we were not seeking neutrality and noninterference but activity and interaction. It is simply not good sense to squander an opportunity of this magnitude to generate relevance to Teacher Centers' service delivery on the part of colleges. Nor is it realistic for those of us who see our effort as a part of larger issues of growth and change in teacher training throughout the nation to regard higher education institutions as a null force and factor on the staff development scene. Therefore, we have attempted within this collaborative structure to explore and implement creative ways for teacher centers and higher education institutions to work together with teachers, to overcome historical impediments to integrating college expertise with on-site need, and, in general, to create a meaningful mutually profitable model for collaboration which, we would hope, others would be tempted to emulate.

The Council of Colleges, in defining its mission, recognized and emphasized the service role which the colleges play in research on teaching and learning and in staff development. It charged itself, in developing its functional rationale, with the responsibility to "enhance the programs, activities, and mission of the Teacher Centers...meet the needs of on-site Teacher Center programs and build an ongoing support service component to assist and facilitate Teacher Center services." It is a tribute to that Council that the emphasis in its goals was the greater good of the Consortium and not of one party to the Consortium. In so doing, the tone and environment was created for each individual higher education institution to develop constructive relationships with the NYC Teacher Centers. Some significant examples of what is being accomplished will illustrate the quality and character of these relationships and the concrete results in service delivery.

An early and seminal example of collaboration with an IHE grew out of a grant from Carnegie Foundation and the New York State Education Department to the United Federation of Teachers in behalf of the New York City Teacher Centers Consortium to develop a mainstreaming training project for teachers modeled on the original teacher centers design. As a result of a need to identify existing programs in mainstreaming training and evaluate their utility for NYC's teachers, a joint research and development project was commenced with Fordham University. Using the research facilities of the University, Teacher Centers staff in cooperation with Fordham staff assembled relevant liaterature for programs, evaluated the programs through a joint committee of NYC teachers and college faculty, refined the mass of material to that which was regarded as pertinent to the Mainstreaming Project's program design, isolated a body of information for the specific purpose of developing a course on mainstreaming (which was not then locally available), developed the course, and offered it at newly established Teacher Centers Mainstreaming Training sites city-wide. The course is being co-taught by NYC teachers and Fordham faculty. Because of favorable evaluations of this first effort, a second course emphasizing curriculum development and secondary school aspects of mainstreaming (interests identified by teacher participants) is now being readied. Because the collaborators became aware that no appropriate text exists for this area, the Teacher Centers/Fordham team is preparing such a text to accompany their new syllabus.

The foregoing is an example of service delivery by joint pooling of resources and expertise. An interesting extension of this process has taken place with respect to offerings in the use of the mastery learning strategy developed by the Teacher Center. Two local institutions, Fordham University and Brooklyn College have adopted the course designs and, as a result, teachers may now enroll in these courses through the Teacher Centers and receive graduate credit from either institution. This IHE assimilation of a Teacher Centers course was, in large part, the outgrowth of the Teacher Center's demonstration and field testing of the viability of the instructional package. Thus, a program developed by and based with the practitioner has become part of the institutional repertoire.

The mainstreaming course is a joint creation. The mastery course is a Teacher Centers creation now, in essence, a joint offering. A variant of these is the NYC Writing Project course out of Lehman College. It is now available at

Teacher Centers sites and is taught by NYC public school teachers who have been specially trained by Lehman faculty.

A spinoff of this approach to collaboration has evolved out of the Teacher Centers' interaction with Project L.E.A.P. (Learning Experiences through the Arts Program) and the ensuing involvement of Queens College with the Teacher Centers project acting as the linking agent. Project L.E.A.P. has developed a "City as History" module for Manhattan through a National Endowment for the Arts grant. The mission of the E.S.A.A. funded Teacher Centers site in District 24 centers on integration and human relations. The project recognizes the relevance of the history of a community or borough to education in multicultural understanding and an appreciation for the contribution of the past to the present. Through the Teachers Centers, Queens College and Project L.E.A.P. will develop and offer a course based on the "City as History" as adapted for teachers in the borough of Queens.

Collaboration with colleges has also extended to activities centering on highly practical, job imbedded inservice of teachers. Two relatively recent occurrences illustrate this collaboration. In both instances, the Teacher Centers Consortium responded to a request for technical assistance from the United Federation of Teachers which planned to sponsor preparation for licensing examinations to meet new requirements in the areas of reading and special education. The participants were people already in these assignments who had been teaching under credentials which for these particular purposes would no longer qualify them for the assignments.

In responding to this inservice need--one which, as it turned out, benefitted ten thousand teachers who signed up for the training--the Teacher Centers drew upon college faculty in significant numbers, in addition to experienced public school teachers, to instruct the candidates. Not only was the immediate inservice need met, but, in addition, five colleges cooperated in offering courses for credit so that candidates would also meet the study requirements which were part of the licensing process.

Interestingly, the ability to identify college faculty on short notice with the necessary expertise for the large scale training effort just described was an increment of a collaborative activity between the Teacher Centers Consortium and the area colleges as a group. This effort, which continues to the present, gathers data for a computerized information base detailing (1) area of expertise possessed by college of education faculty serving in New York City institutions of higher education (research interest, teaching specialities, consulting practices, for example); (2) special programs, resources and services found at these colleges which might be useful for service delivery purposes through the Teacher Centers; and (3) development activities in research and instruction which could provide the basis for joint endeavours such as collaborative sponsorship of proposals in instances where such joining would strengthen both the capability and the fundability of the proposed project. This data collection, which had not previously been done in New York City, also benefits the institutions themselves in that their assets become more visible. Public schools benefit in that they have access to information about college services and personnel which they may require. The data collection is made possible by a coordinated effort involving a liaison to the data project at each of the

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colleges that is responsible for collection and transmission of the information to that institution.

The data base activity which has been going on for about two years encouraged thinking within the Teacher Centers Consortium as well as within the colleges concerning other ways in which collaborative activities would be of benefit. This joining of interests is exemplified in the Interactive Research and Development on Schooling (IR&Ds) project supported by the National Institute of Education. Under a grant made to Teachers College, Columbia University, Teacher Specialists of the NYC Teachers Centers Consortium staff along with researchers are working to identify and study questions related to teacher efficacy. This approach to research responds to a concern that research and development be reflective of daily life in schools and be useful to school practitioners. The Teacher Centers are cooperating in testing the ability of the model to affect institutional change, promote professional growth, and generate new ways to communicate R&D outcomes to practitioners. The collaboration has thus far proven both stimulating and fruitful.

The seven examples of collaborative activity between the NYC Teacher Centers project and area colleges will, we trust, have conveyed a helpful sampling of the nature and texture of what has taken place. While we feel that these and other collaborative activities with colleges represent significant accomplishments, there were impediments that had to be overcome in developing these efforts. For example, the historical pattern for postgraduate study at colleges of education had been campus centered, and imaginary geographic lines were drawn by students and the colleges themselves. Thus, the habit was for a teacher to gravitate to the proximate institution without regard, necessarily, to the appropriateness of the offerings and the teacher's actual need or assignment. In order to address the need and interest as primary considerations in course selection, the NYC Teacher Centers had to obliterate those imaginary lines so that courses could be offered by a suitable institution interested in field-based teacher education. An adjustment period was necessary during which the colleges became aware that the Teacher Centers project was sensitive to the problem and sought equitable balance, but not primarily geographical, of opportunity and collaboration.

In cooperative ventures for course offerings, it was necessary for colleges to adapt to the way Teacher Centers deliver this service. The Teacher Centers try to be a quick response service for an identified need and have the capability of translating need into instructional offering rapidly. As is well known, the catalogue and committee rhythm of colleges is less flexible and operates on a macro rather than micro time schedule. Therefore, it was necessary for colleges to accelerate their processes of assimilating courses into their framework and also, often, to alter their conventional instructional timeline.

A last issue concerns selection of appropriate faculty. The NYC Teacher Centers policy is that agreement of both parties is a prerequisite to selection of instructors, whether the instructor be an adjunct from teacher ranks or a full-time college faculty member. We seek instructors who relate well to the adult learner, who understand collegiality, who have specific areas of expertise, who are sympathetic to the Teacher Centers philosophy, and therefore, are willing to adapt their delivery strategies and content to the priorities of the students rather than following the historic practice of assuring that the students will adapt their expectations to the instructor's priorities.

In general, what problems arose can be classified as natural to the evolution of inservice systems in our time which place on colleges the responsibility of a new approach to teacher education methods, delivery and relevance, and the context within which these occur including practical and fiscal considerations.

These problems and others arise in the course of efforts to collaborate in education or in any domain. More important is the fact that the NYC teacher centers project has developed an ongoing relationship with colleges of education and that, for the first time, there is genuine interaction and continuity of effort without traditional self-serving motives. It has become natural and proper, a part of the normal fabric of the college's role as service deliverer in staff development, for the college to function in this egalitarian setting. It demolishes stereotypes held by college personnel and public school people respectively.

We do not know whether the makers of the federally funded Teacher Center regulations intended to bring about the kinds of relationship we have described. We do know that the regulations created the context for relationship and, therefore, made possible for everyone a growth of consciousness and a respect for sharing as well as opportunities for testing approaches and ideas at the Center of the action.

POSITIVE OUTCOMES OF COLLABORATIVE EFFORTS:
THE INDIANAPOLIS TEACHER CENTER

Carolyn Fay
Indianapolis Teacher Center

The Indianapolis Teacher Center serves K-12 teachers from the Indianapolis Public School district, as well as those from the Archdiocesan schools in the city. This immediate service population includes nearly 4,000 teachers; occasionally teachers from the greater metropolitan area also have used the center. The center provides professional development activities based on teacher requests. These activities are offered almost solely on released time.

As first chairperson of our Indianapolis Teacher Center Policy Board, and now as Director of the Center, I have publicly stated on various occasions our indebtedness to Indiana University. More specifically, "our" refers to Indianapolis teachers, and "Indiana University" to Drs. Robert Barr, Director of the Office of Teacher Education and Extended Services, and Harold Harty, Associate Professor of Education. Part of a letter I recently wrote Professor Barr upon his resignation from the Policy Board barely scratches the surface of that debt:

> ". . . All of us who remember our early days credit you and Indiana University in great part for our very existence. By sharing your vision, you gave the Policy Board credibility, you gave us courage, and thus gave the whole effort an importance that was essential to its getting off the ground.
>
> "We know that we can continue to turn to you for advice and support, and we value highly that knowledge. . ."

A little background is in order. When the Policy Board was in its fledgling stage in late 1977, Dr. Barr strongly suggested to the LEA (IPS) representatives that I be released half-days for a full semester from my teaching assignment to direct the writing of our proposal. There was clout and prestige behind that suggestion that we teachers simply did not have, and I do not believe IPS would have acquiesed without that university backing. Secondly, Indiana University offered us a faculty member who worked long and hard with me and two other teachers in preparing our very successful proposal for teacher center funds.

There is no question that the first informal meetings between the three teachers and professor pointed up the kinds of stark differences in the way classroom teachers and university professors viewed the entire concept of teacher centers. We were pretty green about a lot of things, with the notable exception of a thorough knowledge of the regulations, and the spirit and need which informed the final language of the legislation. It appeared to us that higher education viewed teacher centers as just another source of federal dollars with a few sticky niceties about teacher involvement, and we were as suspicious about university attitudes as our teacher experience legitimately allowed us to be.

We didn't want a center merely to have a center, nor did our administration. I remember unoriginal comments like, "You've had your chance (to meet teachers' inservice needs) and muffed it. Now it's our turn." Both faculty members were able to not only withstand this rather unpleasant attitude but also to direct it along a path that afforded mutual satisfaction of both our professional and institutional goals. Under some pressure themselves, they nevertheless understood and appreciated our position. If one phrase characterized our relationship at that time nearly three years ago, it would have to be flat-out honesty. In short, they saw what we had to have, told us what they had to have, and we were able to come to agreement. Anyone less than impressed with this seemingly cynical arrangement would have to know the hard-headed dedication to teachers, on both sides, that lay behind each and every argued point.

What did this collaboration bring about? It has led to any number of new kinds of relationships and cooperative ventures. We have established:

1. Not only with I.U., but also with surrounding IHEs (notably Ball State University) a procedure that links practitioner needs and university expertise. Teachers meet at the Center with professors and graduate assistants and ask them to tailor some existing graduate courses to fit their instructional or professional needs. Thus credit hours are generated, teachers are satisfied, and the instructors have a fresh look at their course material and its educational impact.

2. One of our most productive collaborations was the development of the TTTT (Training Teachers to be Teachers of Teachers) modules. We contracted with a doctoral candidate to be primary author of a program for classroom teachers who wish to share their expertise with other teachers but realize they need different techniques for teaching adults who are also their colleagues. Regular classroom teachers were hired and worked along with the author in editing the first drafts. A quote from the acknowledgement page of the completed manual shows how well it worked: ". . . The shaping of the materials in their present form is the contribution of a group of unique and dedicated teachers in Indianapolis who read the rough drafts, pointed out inconsistencies and logic-gaps that seemed to abound, and put the ideas through their experienced filter-arrangement. . ."

3. Because of relationships built at the Center, particularly through the Policy Board, teachers are gaining representation and equal voice on other boards and committees, e.g., OTEES (Office of Teacher Education and Extended Services) and IHETS (Indiana Higher Education Television Services). Exchanges of information resulted that were often surprising and almost always enlightening.

Thus, teachers are seeing, for the first time in many cases, university people seeking their opinion, and even approval, of programs that have proximate as well as ultimate effects on both their profession and its practice. And IHEs are getting points across to teachers that never have been clear before. In other words, we are learning to appreciate and help each other in ways unheard of before teacher centers brought real, practicing teachers together with the university. It must be admitted that higher education did the initiating, and did it with considerable sophistication; teachers, however, were quite ready to respond and perhaps follow with some initiation of their own. The effects of these new levels of cooperation and understanding are barely beginning, and not really measurable.

WHY COLLABORATION? EXPERIENCES OF THE DISTRICT OF COLUMBIA TEACHER CENTER

Jimmie Jackson
District of Columbia Teacher Center

Institutions of Higher Education continue to play a vital role in the preparation of teachers. Original legislation that authorized teacher centers required collaboration of professional organizations, Boards of Education, and Institutions of Higher Education in the planning of staff development for classroom teachers. This legislation led to the active involvement of classroom teachers with higher education in the scrutiny of inservice programs.

The District of Columbia Teacher Center established a committee of classroom teachers, deans of education, faculty advisors and teacher center staff to explore the feasibility of offering courses, workshops, lectures, and seminars that would be relevant to classroom teachers. This collaborative effort included Howard University, Catholic University, University of the District of Columbia, University of Maryland, University of Virginia, George Washington University, Trinity College, and American University.

Classroom teachers indicated on a survey that their interests were in the areas of reading, human relations, supervision and special education. Three Master's programs were then negotiated with George Washington University so that the D.C. Teacher Center was the degree-granting agent through the University. All of these courses are taught at the teacher center. In addition, the courses can be offered at a lower rate for teachers through the Teacher Center.

In designing courses to be offered at the Center, the planning committees considered many areas of concern to teachers. The most profound criterion was that the content meet the needs of classroom teachers in terms of the requirements, application, and usefulness. Very effective relationships have been established with the area universities in meeting this objective. Programs, dates, time, and assistance are readily available to classroom teachers. There is a congenial atmosphere for studying that includes a library with available resources and references easily accessible to teachers. Teachers can also type and xerox papers at the teacher center site. While the availability of these resources may seem trivial, they are essential to teachers who work full time. The flexible hours and dates are very helpful to teachers who want to continue or update their education.

This collaborative arrangement encourages the opportunity to re-evaluate the teacher education curriculum. Most of the participating university faculty listened to the cries of the teachers as the teachers discovered that their real needs had not been satisfied in the areas of management, record keeping and day-to-day activities. This willingness to listen by university faculty was clearly shown by the agreeable attitude for providing courses and redesigning courses and curriculum to meet the everyday needs of teachers.

The collaboration also provides a chance for faculty and students at the university to learn at the center. Teacher education majors have been sent to the center to review curriculum and become aware of classroom settings in the D.C. Public Schools. Many attend the workshops on classroom management and request assistance with writing objectives. Through collaboration, the university faculty become aware that some education courses do not meet the needs of beginning teachers. The need to revitalize and restructure teacher education curriculum and courses so that they are more reality based has been realized. University faculty also have the opportunity to assist classroom teachers in rethinking methodology and pedagogical techniques. The interaction has been fantastic for both university based faculty and classroom teachers in the shared learning environment of the Center.

The collaboration offers an ongoing needs assessment in terms of what is practical and relevant in the classroom. This input from classroom teachers provides teacher education faculty with first-hand information and insight into what is generally expected of teachers in today's classrooms. Better guidance for prospective teachers is often the result. Making the teacher education curriculum and guidance more relevant for the practitioner can best be fulfilled with collaboration between teacher educators and classroom teachers.

Since colleges and universities are facing intensified competition, the development of innovative, creative and attractive programs will be important. In the past, many teachers have believed that the teacher education curriculum was designed by professors who had been out of the classroom for 10-20 years. Collaboration offers the opportunity for both teacher educators and teachers to participate in the assessment and modification of teacher education programs. This collaborative process also will encourage classroom teachers to be more appreciative of the talents of university faculties.

When students are not satisfied with their undergraduate education, they are often insecure in their performance. Thus, the curriculum must be re-examined. While the curriculum should not be changed just for the sake of change, it must be improved. Students entering a classroom as the teacher must believe that they have received the best education possible in undergraduate school. Programs must serve the real needs of students. Teachers should be able to evaluate teacher education curriculum and the application of it in the classroom. The extent to which teachers and teacher educators collaborate may determine the survival of some institutions. Teacher centers encourage such collaboration.

PART III

COLLABORATION BETWEEN HIGHER EDUCATION AND TEACHER CENTERS: SELECTED PRACTICES

AFT TEACHER CENTER RESOURCE CENTER

11 Dupont Circle
Washington, D.C. 20036

Funded by the U.S. Department of Education, the AFT Teacher Center Resource Exchange provides technical assistance to teachers, administrators, and universities and colleges of education personnel for the development and operation of teacher center programs. During the past three years, teacher center leaders have had an opportunity to share information regarding exemplary programs and promising inservice practices. Through the nine Teacher Center: How To modules, special emphasis has been placed on collaboration between teachers and university staff. The project has established dialogue, which challenges teacher educators to envision new models for preservice as well as inservice education for teachers. Resources are made available through the Teacher Center Clearinghouse. More than one hundred university personnel receive materials regularly from the Clearinghouse.

University representatives and teacher center leaders participate in conferences scheduled by the AFT Teacher Center Resource Exchange. A recent two-day session was directed by George Denemark, Dean of Education at the University of Kentucky. His paper entitled, "A Case for Extended Teacher Preparation Programs," stimulated discussion on the relationship between preservice and inservice programs. The American Federation of Teachers has long advocated an internship program for beginning teachers, and the teacher center is the most likely meeting place for master teachers and teacher educators as they initiate the beginning teacher into the school district in the 1980s. Participants cited special plans for the beginning teachers in England where "inductees" spend one day a week with master teachers visiting classrooms, working in the teacher center, or taking a course.

Teachers as researchers has been a recurring theme in the AFT Teacher Center Resource Exchange literature and scheduled seminars. An ongoing exchange through discussion, seminars, and publications with the Teacher Corps Program has linked teacher center directors with Teacher Corps personnel who share experiences and insight. The most recent exchange with Lee Morris, from the University of Oklahoma, has established the theme for the coming year. Research, Adaptation, and Change, a publication he edited challenges teacher center leaders to literally take the knowledge base off the library shelves and bring it into the classroom. University professors and teacher center leaders must collaborate if this goal is to be realized.

A number of the special collaborative models for the involvement of higher education personnel in teacher center programs described in this publication have been shared during teacher center seminars as well as through Clearinghouse publications. Teacher center leaders place special emphasis on the collaborative process whereby teachers and university professors develop courses scheduled at the teacher center for graduate credit. Because teachers have identified credit courses as one important teacher center activity, careful consideration is given to coordinating the theory with the real life of the classroom teacher.

Contact for Further Information

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ALAMO AREA TEACHER CENTER

1550 N.E. Loop 410
San Antonio, Texas 78209

Higher Education Institutions Involved in the Center

- Southwest Texas State University
- St. Mary's University
- Incarnate Word College
- Texas A & I University
- Texas A & M University
- Sul Ross State University Study Center

Description of Center

The Alamo Area Teacher Center is located in San Antonio with three satellite centers providing services to outlying districts. Services are provided to 58 school districts (16,000 teachers) within 18 counties. Participants are primarily public and private school teachers and aides who attend on volunteer time. There is also some participation by school administrators and central office personnel.

The center's one major purpose is to improve teacher performance in the classroom through (1) effective inservice opportunities, and (2) the establishment of regional resource centers. After school and summer inservice programs are designed to employ the services of classroom teachers within the area as consultants. Topics for these mini courses have been identified through a region-wide needs assessment. Mini courses and summer workshops are scheduled to be offered during 1980-81. Topics have included confidence in composition, improving self-concept, and teaching basic skills through music. Resource centers are places where teachers can prepare instructional materials, plan for instructional improvement, attend special workshops, and interact with other teachers. Two of these centers were established during the first year of the center's operation and two during its second year.

The resource center in San Antonio is located in downtown San Antonio in the "old wine cellar" of an historic building constructed in the mid-1800s. The resource center in Eagle Pass, 150 miles southwest of San Antonio, is located on the second floor of the city library. The resource center in Kerrville is located in the Weir Academic Building on the campus of Schreiner College. The resource center in Pleasanton is located in the new Pleasanton Elementary School library complex.

Materials for making instructional aids are available at each resource center for teachers' use. A small professional library also is located at each center.

Center/Higher Education Collaboration

Developed at the Education Service Center, Region 20, and facilitated by the Alamo Area Teacher Center, the special project, Supervising Teacher Training, has as its premise that three phases of teacher education exist and must be actualized if first-year teachers are to reach excellence early in their careers. Phase I is, of course, the university education. Phase III is the assimilation of the new teacher into the employing system. The critical period for the developing of professional educators is what happens toward the end of the university education (Phase I) and before assimilation into the system (Phase III). That important "something" is student teaching. The Supervising Teacher Training project was designed to meet a major need for Phase II, the improvement of the supervisory skills of teachers who work with emerging professionals. Whether supervision occurs during Phase I or Phase III, effective supervision in the first classroom teaching experience is essential to the success of the incoming teacher.

Recognizing the proposition that classroom teachers who supervise the clinical experiences of student teachers must have specialized training, a four-day professional development experience provides the classroom supervising teacher with the knowledge and skills necessary (1) to plan and implement relevant and varied field experiences for the student teacher, (2) to assist the student teacher in using positive classroom discipline techniques, (3) to assist the student teacher in using diagnostic and prescriptive management techniques, and (4) to effectively evaluate the performance of the student teacher and to provide feedback of that information in a positive manner.

During this module, local university supervising teachers share their concerns and provide an additional resource for the participants. Participants in this program have indicated overwhelmingly that the Supervising Teacher Training Program made a significant difference in their capacity to deal with their student teachers. The participants further stated that the acquisition of new knowledge, attitudes and skills resulted in a significant increase in their instructional competencies and their ability to perform successfully as a teacher and a supervisor.

Educators have long extolled the virtues of providing special help at the early stages of learning; and, more and more emphasis is being placed on guiding the early work experience of students still in school. Why not devote the same amount of time and guidance to the planning for successful early work experience of the new teacher? Alamo Area Teacher Center and Education Service Center, Region 20 have been partners in implementing the Supervising Teacher Training Program, a lighthouse experience in planned success for the beginning teacher.

Contact for Further Information

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James Kracht, Texas A & M University
W.A. Tindol, Sul Ross State University Study Center

AMHERST AREA TEACHER CENTER

East Street
Amherst, Massachusetts 01002

Higher Education Intitution Involved in the Center

- University of Massachusetts, Amherst Campus

Description of Center

The Amherst Area Teacher Center brings together twelve public and private schools serving approximately 500 teachers and 4,000 students. An "outreach" component has been added recently whereby ten contiguous school districts will be able to draw upon the process expertise and product expertise developed by Amherst teachers during the first two years of the project.

The AATC opened in October 1978 as a comprehensive program designed to help teachers and administrators act as managers of their own professional growth. The Center operates with a paid staff of five persons: a director, an inservice coordinator, a research associate, an associate aide, and a secretary. Program components include: (1) an incentive award program which provides support to teachers to pursue projects of their choice and design; (2) workshops, university courses, and conferences; (3) professional resource centers in each school; and (4) center staff visiting schools regularly. Four features distinguish the Amherst Area Teacher Center:

- The Center is guided by a well-publicized and well-articulated philosophy based on the research on adult learning. This framework provides the basis for program planning and decision making.
- The AATC has chosen to focus its resources on a few objectives rather than dealing broadly with the myriad of possible paths staff development can take.
- All objectives are stated in terms of student outcomes--how each program will benefit the students of participating teachers and staff.
- The focus is school-based, matching teachers and resources.

Center/Higher Education Collaboration

Closer collaboration between the University of Massachusetts and Amherst area schools has been increasing since the advent of the Teacher Center. Teaming classroom teachers with university personnel is helping to close the gap between theory and practice. Both groups have evidenced a desire to overcome the bad press that has historically occurred when practitioners interact with "ivory towerites." Characteristics of the program which are helping this happen include: (1) assessing area teachers' needs on an ongoing basis, (2) sharing of needs assessment results with university personnel, (3) matching of human and material resources with needs, (4) teaming university personnel with area teachers to plan and to teach and/or facilitate staff development activities, and (5) building goal setting and follow up support activities into programs.

Descriptions of some staff development activities involving the teaming of higher education personnel with Amherst teachers and incorporating these characteristics will serve as examples of exemplary practices. Because of their success, we intend to continue to work together in this direction. We encourage others interested in staff development to consider the potential of teaming as programs are designed and implemented.

- For the past five years a University of Massachusetts graduate class in foundations/multicultural education has provided an introduction to the socio-historical, philosophical, and pedagogical foundations of cultural pluralism. At the invitation of a group of local teachers, the professor agreed to involve teachers in the planning and teaching of the course. Consequently, local teachers met with the professor to plan a revised course geared toward local needs and to be offered onsite. While practical aspects were stressed, philosophical and theoretical foundations were not ignored.

- A consultant teamed with local teachers and students in a one-week program aimed at the teaching of poetry. An introductory session was followed by three days working directly with different groups of children in three classrooms. This laboratory setting provided an opportunity for four teachers to work alongside the consultant. Afternoons were spent in a wrap-up session that responded to individual requests and needs. Following this initial experience, an advanced workshop was offered. The consultant returned as an instructor/supervisor and a "day of poetry" was declared in two classrooms. Again, four teachers worked directly in classrooms followed by dialogues about the experience. The consultant was also available to observe in classrooms of participants who had been involved in the earlier experience. Participants also attended, "An Evening of Childrens' Thoughts," a system-wide poetry reading by children.

- A junior high social studies teacher, two graduate students, and a professor teamed because of their interest in Piaget. They designed and developed a course specifically for teachers of adolescents to provide a basic knowledge of the theories and methodology of Jean Piaget. Techniques and strategies were provided to enable classroom teachers to apply these ideas and techniques in their classrooms. Assignments involved teachers working with their own curriculum and students from Piaget's perspective.

- A three credit graduate course co-taught by an associate professor and AATC staff member was offered during the summer session. Teams of local teachers met daily for two weeks developing projects which were to be implemented during the school year. Participants explored the literature and research on the growth process, learned to assess needs of their specific setting, and designed programs for use in the field. A follow-up session was held in the fall during which participants reported on their projects. These ranged from a workshop on bilingual students, to designing new approaches to staff meetings, to developing strategies for working more effectively with administrators. From these efforts a support group is being formed that will meet monthly so participants can receive feedback and support as their projects evolve.

Contact for Further Information

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CINCINNATI AREA TEACHER CENTER

739 Hand Avenue
Cincinnati, Ohio 45232

Higher Education Institutions Involved in the Center

- University of Cincinnati
- Xavier University

Description of Center

The Cincinnati Area Teacher Center (CATC) serves 89 public, 43 parochial, and all private schools in the Cincinnati School District that includes a total of 4,000 teachers.

Services available through CATC include resource center material, kits, lesson plans, laminator; monthly newsletter; workshops/seminars/discussion groups on multicultural diversity, basic skills, student motivation, and teacher morale/interests/skills; Teacher Anonymous (a confidential call-in service to a psychologist for distressed teachers); opportunities for teachers to be presenters to their colleagues; free workshops led by consultants.

Center/Higher Education Collaboration

Appalachian/Minorities Studies, University of Cincinnati

The Center director contacted the Director of Appalachian Studies Certificate Program who had designed a course on "Appalachian/Minorities Studies". Over a period of months the staff and professor discussed the formats of sessions, participant selection process, and course requirements for graduate credit. The professor negotiated the largest contribution that the Cincinnati Urban Applachian Council had ever made to a single project. The staff acquired letters of support from the superintendent and community agency directors and processed registration procedures. The course consists of six all-day seminars including one trip to Berea, Kentucky; speakers from Appalachia and the University of Kentucky; and audio-visual aids/crafts. Ultimately, the participants design classroom projects that will help students and teachers to become more effective in relating to cultural diversity.

Mainstreaming, Xavier University

A faculty member from Teacher Education and Planning at Xavier University suggested that Xavier and CATC cosponsor a federal grant on mainstreaming. An advisory committee was formed consisting of representatives from public and private schools, Cincinnati Public Schools Special Education Department, and the Special Education Rehabilitation Resource Center. The committee brainstormed needs of teachers as related to PL 94-142. As a result of the grant award, forty public and nonpublic teachers and administrators benefitted from a two-week workshop last summer. With a variety of informative presentations, including the puppets in "Kids on the Block", the participants assimilated much information. At the end of the workshops, the educators drafted plans of action, in which they committed themselves to presenting information to their staffs. Thus, knowledge will be taught to many audiences.

Contact for Further Information

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THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

155 College of Education Building
Wayne State University
Detroit, Michigan 48202

Higher Education Institution Involved in the Center

- Wayne State University

Description of Center

The Detroit Center For Professional Growth and Development serves Detroit educators, K-12, in 300 schools and offices, including 9,700 teachers, 1,300 admnistrators and supervisors, and 3,000 paraprofessionals.

The Center is both responder to and initiator of a wide variety of inservice activities based on discrete, building-level needs and more global system-wide needs as identified by Center users.

Center/Higher Education Collaboration

With the support and expertise of several College of Education faculty members, the staff of The Detroit Center planned and sponsored a college credit course in Career Education. Although Career Education is mandated by the Michigan Department of Education, prior efforts to involve Detorit educators in career education inservice activities produced less than satisfactory results. The credit course, however, attracted over 200 teachers; their evaluations were among the most laudatory ever received of a Center activity.

Working under the aegis of a college faculty member, the teaching staff of the course included college faculty; classroom teachers; representatives from government, business, and industry; a minister; and practioners in several occupations. All noncollege faculty were approved as part-time instructors by the College. The course content emphasized the training of teachers to integrate/infuse career education concepts and experiences into the curricula of subject areas.

Contact for Further Information

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DISTRICT M TEACHER CENTER

Box 5886, Radford University Station
Radford, Virginia 24142

Higher Education Institution Involved in the Center

- Radford University

Description of Project

The District M Teacher Center serves a mountainous portion of Southwestern Virginia consisting of six (mostly rural) counties, two small cities, and one tiny township. The District M Area is set in the center of the larger region served by Radford University. In the District M area, there are approximately 35,000 elementary and secondary school children being served in 89 public schools and 13 private schools by just over 2,000 teachers.

The Teacher Center organizes workshops, conferences, and sharing sessions for elementary and secondary teachers. It provides mini awards to teachers for curriculum development projects, and trains teachers for roles of inservice leadership. It acts as a liaison among many organizations which contribute to teacher development in this region. One of the major contributing organizations is the Radford University School of Education.

Since its inception, the District M Teacher Center has located its office in the library of the Radford University campus. This location facilitates communication between the University faculty and the Teacher Center.

Center/Higher Education Collaboration

One of the more successful joint projects of the School of Education and the Teacher Center has been the establishment of an annual conference on Gifted and Talented Education to serve parents and educators in Southwest Virginia. A needs survey conducted by the Teacher Center in 1978 substantiated the concern that both organizations had regarding education for gifted children in Southwest Virginia. Teachers ranked "activities for teaching gifted children" as their third highest priority for inservice education. Also, official planning documents of their school systems gave establishment of special programs for gifted children a similarly high priority. The First Annual Southwestern Virginia Conference on Gifted and Talented Education was held in April of 1980. A Second Annual is on the planning table right now. Through these conferences, we are meeting the needs expressed in this region.

The success of the first conference depended greatly upon the cooperation between the Teacher Center and the School of Education. For example, the organization and implementation of the conference was carried out by a coordinator from each agency. The planning tasks were divided so that School of Education handled printing, the keynote speaker, and food arrangements, while the Teacher Center was responsible for session presenters, the building, and the packet contents. Registration and publicity were handled jointly. Cooperation in the area of publicity was especially important because each had access to a different population. The Teacher Center was able to publicize the conference to teachers through its newsletter while the School of Education used campus publications, class announcements, and brochures in extension courses and at other professional conferences. In addition, the brochures were mailed to all coordinators of gifted programs in Virginia and announcements were carried in local newspapers.

As a result, the conference developed most successfully. Main speakers were Dorothy Sisk, formerly national director of the Office of Gifted and Talented, and Reggi Smith, staff member of the Virginia Education Association. Local educators, including teachers and school supervisors, offered some 24 separate workshops and session presentations.

Feedback from conference registrants' evaluation forms indicated the value of the first conference to the teachers, school supervisors, and parents. The consensus of the participants was that next year we would make it even better. By this time planning is well along on the Second Gifted and Talented Conference and another set of plans for a joint Reading Institute.

Contact for Further Information

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FRANKLIN COUNTY TEACHER CENTER

280 East Broad Street
Columbus, Ohio 43215

Higher Education Institutions Involved in the Center

- The Ohio State University
- Capital University
- Ohio Dominican College
- Otterbein College

Description of Center

The Franklin County Teacher Center is a process for providing for the continuing education of educational personnel in Central Ohio. Its members are a consortium of educators from seventeen public and private school districts and four area teacher education institutions. All agree that providing opportunities for the continuing education of teachers is vital to the development of the schools served by those teachers.

This teacher center is located in a history and science museum, The Center For Science and Industry, in the heart of downtown Columbus, Ohio. The center serves over 5,000 educators in 168 different school buildings. As a service to our metropolitan community, the center's purpose is to link educators in rural and suburban districts with the rich educational resources existing throughout the Central Ohio area. To this end the center provides opportunities for educators to engage in a variety of programs and assistance projects which allows for and encourages the exchange of knowledge about professional practices.

Center/Higher Education Collaboration

Among the services initiated through the project are several which assure continuing dialogue among the teacher center, local school districts and the four participating colleges and universities. Our center and these institutions of higher education have worked together in six particularly useful ways:

- In the development of new field-based graduate courses. To date three such courses have been collaboratively developed. Both content and format are considered by a study group prior to submission of the new course outline to the college. Courses generated have included "Writing in the Content Areas," "Learning About Learning Styles," and "Classroom Management and Teacher Stress." The courses have provided participants with three quarter hours of graduate credit. Because the interest is initiated by teachers and because university faculty are willing to work with teachers in planning, these programs have been very well received.

- In providing information services. University faculty members have willingly given time and assistance in areas of their expertise or interest. One faculty member engaged in research about project development has worked closely with the teacher center project director giving managerial assistance and advice. Several faculty members have provided consultative assistance to teachers working through the center's Teacher Awards Program in such areas as micro computer programming, developing extension activities for gifted elementary students in mathematics, and teaching reading through science projects. The center has, in turn, worked with the universities to inform teachers about special workshops provided on campuses and quarterly course registration deadlines.

- In bridging the gap between preservice and inservice teacher development. Our center is developing a variety of experiences for preservice teacher education students to increase the amount and variety of contacts university students can have with practicing teachers. In Autumn Quarter, 1980, we piloted a series of experiences through a university supervisor working with student teachers. The supervisor was informed of teacher center activities that student teachers could participate in with practitioners. The exchange between groups was most valuable. In addition, our center employed an undergraduate teacher education student last summer to act as a receptionist for the center. Through that experience this student has a broad range of contacts with practicing teachers and gained insight into teachers' interests and concerns.

- In serving as an internship site for graduate students seeking careers in staff development and inservice education. This year our center employs two graduate research associates, one at the master's level and one at the doctoral level, who serve the center as interns. Each has a set of responsibilities defined by the project director and commensurate with their background, experience and career goals. From their interactions with the center these students have gained knowledge and experience in the development of inservice programming.

- In serving as a practicum site for graduate students doing field work in curriculum, instruction and supervision. Plans are currently underway to hold a series of seminars for graduate students who, with a university faculty member, the project director and some of our school-based teacher center liaisons will define a problem related to our center and spend a quarter studying alternative problem-solving strategies as they relate to this project.

- In supporting the development of cooperative grants that will enhance teachers' growth. Through provision of endorsements and dissemination opportunities, the center has supported university-based projects such as Sea Education, Moral Education, Composition Education, Middle School Science Teacher Education and Energy Education. All these grants have field-based components and are aimed at curriculum development problems. Teachers are notified about the substance of these programs and are encouraged to become a part of planning teams, field-test projects or curriculum development workshops when interested and appropriate.

The Franklin County Teacher Center has become a neutral link between those teachers with expressed interest in particular program opportunities and those college and university personnel who are especially interested in ongoing teacher development. We feel our relationship is mutually beneficial and look forward to continued opportunities for collaborative endeavors.

Contact for Further Information

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FRENCH RIVER TEACHER CENTER

5 Sigourney Street
Oxford, Massachusetts 01540

Higher Education Institutions Involved in the Center

- Worcester State College
- Fitchburg State College
- Anna Maria College

Description of Center

The Division of Graduate and Continuing Education at Worcester State College has been involved in the operation of the French River Teacher Center from the onset. The staff of the Division assisted in the original writing of the grant and since that time a member of the staff of the Division of Graduate Education has served as a member of the Policy Board.

The involvement of Worcester State College has focused on providing a vehicle by which flexible credit courses, designed to meet the local needs of the French River teachers, could be developed. As a result of the process developed at the college, Policy Board Members were able to identify specific educational needs through a series of results of the needs assessment instruments. As a result, a variety of courses and workshops were developed. These workshops and courses have taken several formats. Several have been held once a week for twelve weeks; others have been held more intensive, two- and three-week "hands on workshops" where teachers had an opportunity to share their experiences with each other and develop additional materials.

One of the things that made this arrangement work is flexibility. Courses are developed to meet the identified needs of French River teachers and are offered at various locations within the confines of the French River Teacher Center area. An opportunity has also been provided for teachers with specific expertise to teach some of the center's courses, thus sharing their own experiences and expertise with their colleagues. An example of a course which allowed some of the Policy Board members to evaluate the operation of the Center was the GATE Program, a practicum for teachers to gain practical experience skills for working with gifted youngsters. The success of these college credit programs is demonstrated by the large number of teachers who have taken part in the courses offered. A second feature of this arrangement with the college is a financial one. A contract fee was approved which allowed the courses to be offered at a fee less than that charged on campus.

The Center also collaborates with Fitchburg State College in providing a teacher certification program in Vocational Education for Special Needs Students. In 1981, the Center in conjunction with Anna Maria College (Graduate Division) developed an initial course in the Family Counseling area which will hopefully lead to an onsite Masters Program. Both Fitchburg State College and Anna Maria College have been most cooperative in implementing educational needs expressed by French River Teacher Center area teachers. On-site arrangements, financial arrangements, and choice of instructors are similar to those developed with Worcester State College. To date, some 825 teachers have participated in these courses. A spinoff of this agreement has been the development of an onsite masters degree program in two communities, both some 25 miles from the campus.

Contact for Further Information

Robert W. Richardson, Director

David Quist, Associate Dean of Continuing Education
Worcester State College

THE GARY TEACHER CENTER

Beckman Middle School
1430 West 23rd Avenue
Gary, Indiana 46407

Higher Education Institution Involved in the Center

- Indiana University Northwest

Description of Center

Gary, Indiana, located at the southern tip of Lake Michigan, is known the world over as a highly industrialized steel-making center. Its "melting pot" populous settled and built the area some 74 years ago, and architectural testimonies to their cultural, religious, and civic diversities remain. A unique educational system, developing from the desire to serve this group, gained world-wide attention. The Gary work-study-play or platoon system has served as a model for other school districts faced with similar community needs.

Though myriad changes have been made in many of the less social institutions, the schools remain committed to their primary task--guiding children to develop to their fullest potential. The Teacher Center shares this primary commitment and sponsors professional development activities for some 1,700 teachers and 300 additional administrators and paraprofessionals. The 43 schools of the district serve 33,000 students.

The Center functions as a (1) workshop site which plans and implements inservice activities to meet identified teacher needs; (2) meeting site which allows teachers, administrators, parent tutors, and others involved in the education process to review textbook samples, drop in, browse, relax, read, exchange ideas, develop and produce original classroom learning aids, reproduce center-developed learning aids, and receive guidance in writing mini grants to be funded by the district; (3) AV center which offers staff the opportunity for hands-on experiences in working with varied equipment involved in slide making, graphics design, videotaping. Also, the Center provides onsite school programs and onsite university programs.

Center/Higher Education Collaboration

Our university based activities, like all others, have their origin in the Gary Teacher Center proposal which decreed that "Another need for the Center is to expand and coordinate the participation of local higher education institutions in providing needed help for teachers and student teachers."

The Gary Teacher Center has involved Indiana University Northwest in a variety of its staff development activities, the most successful of which is Project G A R (R) Y - Gary Actively Responds to the Reading Needs of its Youth.

With the 1974 adoption of the Basic Competency program came an intense emphasis on reading and improving students' reading skills. Some of Gary's teachers enrolled in special courses designed to help them improve classroom techniques in teaching reading. As a class participant each teacher was encouraged to consider his/her individual class(es); identify a specific reading need; then describe a method of meeting that special need. Although teaching ideas varied, many were enhanced by a focus on free and inexpensive reading materials to be used as motivators especially for middle school, and high school students. The university professor collected these lesson plans and mini units. She presented them to the Center to become a part of its professional lending library.

A thorough study of the materials confirmed the earlier conclusion. These individual strategies should be shared; they should be made available to all teachers in the district, and if possible, to any teacher who wished to look at yet another way of helping students decode, comprehend, syllabicate, interpret, recognize, recall, and infer. How best to edit, reproduce, finance, and disseminate the materials were immediate problems facing Center staff. How best to incorporate the materials into the Center's program, promote their widespread use, and document same became remote concerns. Thus began component III of Project G A R (R) Y.

A careful and methodical scrutiny of each problem and its possible solutions produced the following plan. The university instructor contracted to edit the materials. A written appeal to the state for technical assistance brought funds to cover cost of printing services supplied through the school district. One hundred of each of the four volumes was bound by Center staff. One copy of each volume was later placed in the library materials center of each of Gary's forty-three schools. Also, copies have been deposited at the National Teacher Centers headquarters, the State Department of Education, and Gary Community Schools district offices.

During August of 1980, these volumes were submitted to ERIC, and three were accepted for reproduction. We have been requested to re-edit and resubmit the one remaining volume. Classroom videotaping services, now in progress, are helping to document teacher use of Center constructed/sponsored curriculum materials.

Yet another venture is in the offing. Teacher Center staff and personnel from the university Department of Education have decided to research, then design a plan whereby students enrolled in the school of education will be allowed to serve as school district substitutes. Also, to be investigated are alternative plans for extending classroom experiences for teacher interns.

Finally, with input from both the Department of Minority Affairs, and the Department of Education of Indiana University Northwest, the Gary Teacher Center staff completed and submitted a proposal to the Ethnic Heritage Studies program. Hopefully, the program will be funded. A federal grant will enable these two agencies to continue their joint efforts to improve teacher competencies and, thus, the educational growth opportunities for the children of Northwest Indiana.

Contact for Further Information

Sadie W. Shropshire, Coordinator
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Gary, Indiana 46407
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GREAT RIVERS TEACHER CENTER

Route 5, Box 342
Sparta, Wisconsin 54656

Higher Education Institutions Involved in the Center

- University of Wisconsin - La Crosse
- Western Wisconsin Technical Institute

Description of Center

Our center and with two sites, is serving 3200 preschool, K-12 public and private school teachers from a largely rural area in a 60-mile radius.

The Great Rivers Teacher Center offers:

- a drop-in center which provides a warm, informal, supportive atmosphere for browsing, relaxing, or talking.
- a professional library including magazines, journals and hundreds of idea books, full of the latest in curriculum ideas and projects.
- workspace to make games, learning centers, and a center store.
- a growing recycling center.
- a fully equipped darkroom and courses available to train you in its use.
- reasonably priced laminating costs.
- workshops, inservices, and mini courses geared to meet your needs; many are taught by teachers.
- textbook displays which rotate monthly.
- help with curriculum writing and planning.
- space to hold meetings with area educational groups.
- summer mini awards to allow teachers, individually or in small groups to pursue individual or district needs or concerns.
- help in planning onsite district inservice programs.

Center/Higher Education Collaboration

We at Great Rivers Teacher Center can directly relate our existence to the University of Wisconsin - La Crosse's involvement for it was they who, at the College of Education Dean Howard Rose's invitation, gathered a group of Western Wisconsin educators to explore the possibilities for a teacher center. As needs surfaced and enthusiasm mounted it was the University that offered meeting space, a C.E.T.A. person to help in research and grant writing and many hours of staff guidance. The higher education institutions have provided two representatives for the Executive Committee for the past three years. These two individuals have chaired the programming and site selection committees. Their dedication deserves even more acclaim since we were not an IHE applicant; nor has their low keyed involvement lessened during our two plus years of activity. When we became operational, one of the first acts of helpfulness originated from the Policy Board member who is the University Director of the Office of Educational Services. He provided us with information on the status of inservice in many area schools. In addition he and the coordinator of Education Extension compiled a useful list of human resources. The chairperson of the Division of Teacher Education, also a Policy Board member, scheduled a Division meeting at our center. The next year he invited the Director to give the Division a Teacher Center update. In response to teacher requests, credit courses are held at both sites and education classes come to create units involving the use of center materials. We have been invited to participate in regional educational conferences, to aid in planning large scale outreach seminars and to work with a multiuniversity writing project, all largely through the University efforts.

We also work cooperatively, although in a more limited way, with the Western Wisconsin Technical Institute. To our mutual benefit one of their Interior Design classes used our center for a class project. Last spring Western Wisconsin Technical Institute and Great Rivers Teacher Center collaborated in sponsoring a safety program for area teachers, and we are currently designing services for early childhood training and presentation skills improvement programs. This year W.W.T.I. has allowed us space free of charge in their Independence Building. Since this is in a remote part of our service area, we are now better able to reach these teachers.

Applause, applause! But what is our future? Certainly while money seems to be most needed by us, it also seems to be the most lacking for these institutions. Optimistically, we would like to have a more concrete alliance in terms of space and human resources. In the meantime we will continue to appreciate their help, to respect their knowledge, and to enjoy their friendships.

Contact for Further Information

Virginia Bell, Director
(608) 269-8131

HERNANDO COUNTY TEACHER EDUCATION CENTER

919 U.S. Highway 41 N.
Brooksville, Florida 33512

Higher Education Institution Involved in the Center

- University of South Florida

Description of Center

The Hernando County Teacher Education Center (HCTEC) serves 700 instructional and noninstructional employees of the transitional rural district/school system with a student population of 7,000. The 11 district schools include two senior high schools, two junior high schools, an adult/trade school, and six elementary schools of varying grade groupings. Hernando, the fastest growing county in Florida, is a centrally located, gulf coast county about 45 miles north of Tampa and 60 miles west of Orlando. The major industries are people, rock mines and agriculture.

In addition to the usual field-based (Florida Teacher Center Model) activities/workshops, an exemplary array of programs stemming from collaboration of the HCTEC with University of South Florida (USF) is in its third year. Due to the HCTEC being one of the 60 originally federally funded centers, it became "full-time" with expanded services of a full-time director and a Clinical Professor Program that initially involved four professors from USF. Additional collaboration efforts are evidenced in the "tailored to meet our classroom teachers' needs," TEC off-campus graduate program, the Instructional Guidance Team, and Project PRIDE programs. All of these programs provide unique and effective goals of improving the classroom teacher's effectiveness. The State of Florida inservice model fosters a collaborative relationship by providing some funds for use by Teacher Education Centers in the institution of higher education's service area. USF provides more TEC service than any other university in Florida. Three-fifths of the inservice monies provided to the school district must be managed by the TEC Council, composed of a majority of classroom teachers. The HCTEC was one of the early districts to take advantage of Florida's exemplary law.

Center/Higher Education Collaboration

The roots of these collaborative efforts were initiated by the former part-time director and nourished by the present full-time director. As more TECs joined the state program, there was less money for the HCTEC. Thus, the Federal Project has provided the seed money for most of these latest efforts, but other resources have also been tapped to provide the services. The initial Clinical Professor idea developed out of discussions on how the HCTEC could meet individual classroom teachers' needs. The personalized, tailored program was further developed in the federal Teacher Center proposal.

What makes it work? Collaboration, selection of extremely capable professors who can relate theory to the classroom in a practical way that the teacher can understand and apply; the one-to-one, onsite, confidential nature of the program, and the providing of these services one day a week, every week of the school year, so that follow up, refinement and implementation are assured.

Evidence of success is found not only in the teachers requesting more of the services, documentable classroom effectiveness improvement, but very physically in the construction of the first teacher center built in Florida. Though most of the teacher center activities do occur outside the center in the schools, the school board was so impressed with the effectiveness of the HCTEC program that the board committed funds for the trade school students to construct a center that though small, would be able to service the needs of the teachers. The students cut the trees, milled them and constructed the rustic, lodge-type building and even the bridge leading to the center. The building is in a beautiful wooded location within walking distance of five of the schools in the Brooksville area.

Cost of the one-to-one inservice, administrative support, assurance of confidentiality, trust relationship building, coordination and scheduling were all problems that have been overcome. A closer analysis of cost effectiveness reveals that the needs are more realistically defined and change is more assured, since follow up on a consistent basis is provided by the professors. The graduate program pays for itself from the student fees; the IGT program was built into part of the graduate program; and we received a small Teachers Helping Teachers grant from NEA.

The future is bright, particularly if the federal program continues. Many of these exemplary programs have enough credibility and success that they will be continued locally. We are already looking at additional programs that will also involve collaboration with USF in the areas of school-based faculty development and leadership training, Ed.S. and a second graduate program.

The Clinical Professors at Work

House calls are once again in vogue; the doctor is out and about! The doctor is not a shot doctor and the house calls are not to sick or hurt patients. Rather, the many varied talents of classroom teachers and college of education professors have been brought together in on-the-spot public school situations in order to improve the education of children in Hernando County, Florida. The idea is working well; students, teachers and professors are all learning and benefiting from the experience. The "Clinical Professor" aspect coupled with a a full-time Teacher Education Center Director is creating a very effective full-time Teacher Education Center in Hernando County, Florida.

Over the first several months since the grant activities commenced, the role of the Clinical Professor has proven to be dynamic and evolving. In fact, one of the major accomplishments of the project thus far has been the ability of the Hernando County Teacher Education Center to more comprehensively and operationally define the scope, activities and the responsibilities of the Clinical Professor. The Clinical Professor role is now operationally defined as a professional educator who consults with teachers and others in education about classroom learning, classroom management and other pedagogical concerns which may be identified by either the classroom teacher or the Clinical Professor depending upon the individual circumstances and situation. The Clinical Professor is mainly responsible for the performance of one or more of the following six functions and activities, again, depending upon the particular situation:

- Observation
- Diagnosis
- Prescription--remediation recommendations
- Evaluation
- Prognosis
- Follow up

In addition, the Clinical Professor may sometimes be called upon to analyze a teacher's personality characteristics as they may be related to pedagogical matters concerned with utilization of time, efficiency, classroom management, classroom organization, classroom structure, etc. Frequently, the Clinical Professor must tread a sensitive "political high wire", protecting the anonymity of the teacher client while concurrently establishing rapport as a relationship of mutual trust with district and school administrators. The Clinical Professor occasionally has to contend with teacher clients who reject the clinicians' recommendations and also with other clients who accept approval of the Professor's recommendation and for whatever reason, fail to follow through with the recommendation. Occasionally a client will report inaccurately to the clinician; thus, inducing the Clinical Professor to make inaccurate premises: diagnostic, behavioral, remediational, observational, etc. Further, the Clinical Professor is often called upon to inject a note of rationality into the overly optimistic expectations and prognosis of the classroom teacher clients.

The Clinical Professor, in addition to all of the above mentioned tasks and activities, is also called upon to perform a myriad of other tasks, some less directly related to what actually occurs in the classroom. The professor is often called upon to counsel with university and school system personnel so as to acquire both skills and knowledge relative to those areas with which the professor is not familiar. The professor must be willing and able to obtain special curricula and other materials from university-based methods area specialists, often adapting these to fit the specific needs of a particular client. The professor must engage in sundry administrative activities for clients, such as running errands, remediating "red tape" clerical problems which arise between client and university, client and school system, etc.

Finally, all of the above is done in the context of the dual questions: "Will the students of my clients benefit from the intervention strategies I am proposing?" and "How can I maximize these benefits to both the classroom teacher and the youngsters involved?"

For further information, contact Elaine Beeler, Director of HCTEC; or Stuart Silverman, Charles Manker, John Follmann, Robert Shannon, or Wade Burley at the University of South Florida.

Clinical Professor as Active Catalyst

There is something good going on in every school. Finding that "something good," and ballyhooing it in quality style results in the discovery of other good things going on in that school. Consequently, a continuing spiral of good things begins to occur. Teachers begin to become identified as persons at a school where great things are happening. It becomes a great place in the eyes of parents and children. Routine schooling is displaced by dynamic education.

One Clinical Professor tried to identify special problems of teachers and provide advice or concrete examples relative to solutions of the problems. Teachers were certainly forthright and open in describing problems, but he felt that the recommended solutions were nothing more than bandaids covering big problems.

But what would work? Why not build on a different set of assumptions? Not a new assumption, by any means, but different. The Clinical Professor decided to work with school principals in identifying something good going on in the school followed by a visit with the teacher who would describe that "something good." The next step was to include first-hand observations and photographs. With that background, an article would be written by him and the teacher for submission of the material to editors of appropriate periodicals for possible publication.

It worked. An initial struggle to identify one significant practice soon uncovered three in one school last year. In that same school there are three new ideas under way and two more waiting for attention. In addition, two other schools have contacted the Teacher Center, requesting that the Clinical Professor write about promising programs by teachers in their schools. The range of subjects is vast. Actual acceptance for publication is slow, but satisfactory. The process of getting the stories on paper and film is an end in itself. The scheme revises the role of the clinical professor. It makes one a partner in uncovering excellence. Gradually a series of success stories are accumulating. As the end product finally appears with the teacher's name identified as writer and excellent teacher, that person feels good personally and professionally. The process is significant in the continuing education of anyone. Clinical Professor has become Active Catalyst.

For further information, contact Robert L. Shannon at the University of South Florida; or Elaine Beeler, Director of HCTEC.

Instructional Guidance Training (IGT): A Program to Improve Teaching

The Instructional Guidance Training Program is a carefully planned program for developing school-based Instructional Guidance Teams. IGT Teams provide help for teachers interested in self-improvement as well as for schools which are seeking ways to help teachers and interns systematically improve instruction. The content of the program has been synthesized from research knowledge about interpersonal relations, supervisory systems, helping relationships, group dynamics and teaching strategies. Attention is continually called to the relationship between teacher and helping team behavior and the subsequent consequences on the youngsters in the classroom setting. This program is especially helpful in preparing professional teams to be responsible for supervising the induction of new people into the profession. It has also been used to help experienced teachers gain new insights into ways in which they can improve their own classroom performance. In addition, IGT is an excellent program for helping principals, supervising teachers, department heads or anyone else who wants to improve their effectiveness in helping others improve their teaching capabilities.

The Instructional Guidance Training Program is planned to enable each school based Instructional Guidance Training Team to:

- Plan daily lessons with an intern or teacher which include content and process goals, procedures and provision for evaluation.
- Observe a teaching performance and record teacher and student verbal and nonverbal behavior.
- Analyze the observation data for patterns of teaching and learning behavior.
- Plan an improvement strategy based on analysis of the transcript.
- Conduct a conference which enables the teacher to gain insight into his/her teaching behavior.
- Interpret one's own and other's performance critically in relation to the objectives of this program.
- Interpret self and group behavior in terms of effective interpersonal and group principals.
- Perform effective interpersonal communication by utilizing skills such as paraphrasing, perception checks, behavior descriptions, describing feelings and freeing responses.
- Demonstrate increased interdependence in a group and a willingness to try different behaviors provisionally.
- Demonstrate skill in establishing effective interpersonal relationships with others.

More than 100 teachers in Hernando County alone have been trained in this system. Virtually all of them report that they are able to view their own teaching differently now. Teachers and interns who have been used as clients during the training report that the nonevaluative, objective feedback which they have received has been most helpful. Recently, the National Education Association has funded a project through the HCTEC in which the University and HCTEC are collaborating to train a cadre of teachers to be trainers of IGT teams.

For further information, contact Stuart Silverman, Charles Manker, or Raymond Urbanek at the University of South Florida; or Elaine Beeler, Director of HCTEC.

PROJECT PRIDE: Dealing With A High School As A Social Network

Springstead High School (SHS), in its fifth year and in a modern building, serves the new and rapidly growing area of west Hernando County, called Spring Hill, an unincorporated residential area of over 18,000 persons. SHS has been characterized by its excessively high rate of vandalism and student disruption. Low morale among students, faculty and community has been very evident. The high transiency rate of students, faculty and administration (three principals in five years), reflects the instablility of the community. The situation had become so critical that the school had been the center of criticism as reflected in the press and by community organizations. As a result, PROJECT PRIDE was developed and implemented in the school to address these problems.

PROJECT PRIDE is a program whose underlying philosophy is that before students, teachers, administrators and parents can be positive about their school and its future they must first feel good about themselves and then develop an appreciation for each other. The goals of PROJECT PRIDE, then are:

- to provide for the enhancement of pride in self, pride in others and pride in school;
- to develop a cadre of students, teachers, administrators and parents who are positive change agents within the school and community;
- to enable participants to examine their value system;
- to increase the level of involvement and participation in school activities;
- to reduce the incidence of violence and vandalism within the school;
- to increase the academic performance of youngsters within the school;
- to equip the school to become a revitalizing and stabilizing force within the local community;
- to develop such leadership skills as clarity of communication, team building, planning, goal setting, strategy development and selection, conflict resolution and problem solving.

The goals of PROJECT PRIDE are accomplished through the mechanism of a carefully designed and administered workshop. The workshop at SHS lasted approximately thirty hours and was spread over a period of four and one-fourth days. Workshop participants included 25 students who were representative of the student body, seven classroom teachers, two school administrators (one of whom was the principal and one was the dean of students) and four parents (one of whom was the president of the Parent-Teacher Organization).

It is anticipated that in addition to the leadership skills acquired by the cadre participants, there will also be a noticeable change in the behavior and attitudes in the school as a whole. Involvement and an enhanced self-image is expected to be a significant outgrowth of PROJECT PRIDE. More responsible behavior patterns will be developed by a large number of students in the school because they will see the school as their own. When students feel good about themselves, about the school which they attend and when they feel involved and respected, it is to be expected that their academic performance will noticeably improve. Parents, teachers and administrators will also become more positive as they begin to see significant changes in communication patterns and in student behavior.

All participants received a PROJECT PRIDE LEADERSHIP WORKBOOK with workshop and follow up materials. Workshop directors have been meeting with participants periodically during the school year to share findings and plan new strategies. As one result of the workshop, two student cadre members have been elected president and vice president of the student body and fourteen other students have been elected to various other class and school-wide offices. Several parents have gone before the School Board and indicated that they see changes in their own children and in the school at large. A number of teachers have also pointed to a new "spirit" among many youngsters in the school.

For further information, contact Stuart Silverman or Charles Manker at the University of South Florida; or Elaine Beeler, Director of HCTEC.

A Training Program to Facilitate Problem Solving and Decision Making in Schools

Between 1976 and 1979, the Florida Department of Education (DOE) completed a field test of the Florida Linkage System (FLS) which was developed as a means of responding to locally identified needs. The project was sponsored by the School Practice and Service Division of the National Institute of Education. The major goal of this projeact was to identify school-based problems and provide a link to appropriate R&D products or practices in an attempt to alleviate the problems.

In the summer of 1980 a five-day training workshop designed around materials developed through the FLS project was sponsored by the Hernando County Teacher Education Center. The workshop was conducted by a professor from the University of South Florida and attended by 15 staff members from the Hernando County school system. Among those participating were faculty from both elementary and secondary schools, two school principals, and the Director of the Teacher Education Center.

The workshop provided a set of experiences that can be correctly called "situational learning." A set of 22 highly structured modules were used to introduce the participants to methods and resources used in school-based problem solving and staff development. Training in the use of communications skills, problem analysis, decision making, and goal identification were emphasized. A central purpose of the training was to enable the participants to conceptualize the school as a social system and apply that concept to their own school situation.

Plans are currently being made by those attending the workshop to function as facilitator teams to assist colleagues in their respective schools in the identification and analysis of problems. Should the faculty of those schools call for further aid the Hernando TEC stands ready to function as a linking agent to secure the services of a consultant from the State Department of Education or the university system. Linkers have been arranged for several schools in the 1980-81 year.

For further information, contact Les Tuttle at the University of South Florida; or Elaine Beeler, Director of HCTEC.

Focus on Mainstreaming Concerns: Working and Learning Together More Effectively in Hernando County

A teacher expresses a concern: "I want to do the best I can for all my students. I try hard to provide good learning experiences and give time to the students I usually have. How can I possibly also meet the needs of handicapped students who are placed in my classes with the others?" This represents the type of deep-felt dilemma that is being experienced by many conscientious teachers and school personnel in the implementing of the requirements and goals of P.L. 94-142 related to mainstreaming.

Results of a needs survey of school personnel in Hernando County showed this area to be one of the top concerns reported. Through a clarification of concerns, preschool inservice workshops, and ongoing inservice assistance and follow up within the schools involving the joint efforts of University professors and county school personnel, progress has been and is continuing to be made.

At the end of a collaboratively planned and conducted inservice training program more than nine out of ten of the participants responding to an inventory indicated that they agreed with the statement: "I feel encouraged about trying to meet the needs of exceptional or handicapped students who are included with students in regular classes and school activities." Prior to the training experiences approximately two-thirds of the training participants responding to an initial inventory reported that they were worried about the possibility of handicapped students being placed into regular school classes with other students. One of the goals and beginning accomplishments is the start of a network of support in the county: between county school faculty and staff members and the University faculty and resources outside the county; and within particular schools, mutual support, assistance, and sharing of ideas, information and help by individual faculty and staff.

It appears that there are a number of important key steps and conditions which characterize these efforts directed toward providing inservice assistance with mainstreaming concerns:

- Initial planning which involved the University was done cooperatively with the Teacher Education Center and its Council, representing all teaching and school personnel areas of the county.
- Personal contacts were made with individual faculty and staff members by the University consultants in the clarifying and developing of the main needs and the types of help appropriate to address these needs.
- Successful, concerned, and skilled teachers and school staff members served as trainers in a team effort with University professors in initial workshop training of their colleagues, and these in-county personnel provided a continuing source of support and real examples of action and success.
- "Outside" representatives (i.e., University faculty members) could provide continuing clinical assistance and deal with communication "gaps" and interpersonal blocks within and between schools and organizational levels in the county. Also, University contacts could serve as a continuing link with needed types of assistance and new and appropriate resources, e.g., specialists, materials, research findings, etc.
- Individual school and county-level personnel gave time and exerted special effort to initiate, continue, and improve effective practice and developments and to work cooperatively on an ongoing basis.

As a result, new ways have been initiated for dealing with individual and group needs of students; processes and sources of information (e.g., a Mainstreaming Resource Guide and Mainstreaming Sampler of learning alternatives) have been developed; handicapped and other exceptional students have been involved in the inservice training of teachers; and other new procedures have been started.

Effectively meeting these inservice needs through the working together of school-based and county school personnel with University professors is not unlike the processes and problem resolutions that are part of providing for appropriate learning experiences of regular and handicapped students working together--building on mutual strengths and needs and dealing responsively and humanely with individual differences within the real and immediate options and constraints of school conditions.

For further information, contact Wade Burley, John Follman, or Stuart Silverman at the University of South Florida; or Elaine Beeler, Director of HCTEC.

Contact for Further Information

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Raymond Urbanek, University of South Florida

MOUNTAIN AREA TEACHER EDUCATION CENTER

391 Hendersonville Road
Asheville, North Carolina 28803

Higher Education Institutions Involved in the Center

- Appalachian State University, Boone, N.C.
- Western Carolina University, Cullowhee, N.C.
- University of North Carolina - Asheville, Asheville, N.C.
- Mars Hill College, Mars Hill, N.C.
- Warren Wilson College, Swannanoa, N.C.

Description of Center

The Mountain Area Teacher Education Center presently serves approximately 1400 teachers in 38 schools of 24,580 students. It serves the entire county, and is commissioned to plant seed beds for other teacher centers in the mountain area of North Carolina.

The services and activities of the Mountain Area Teacher Education Center are developed around four broad goals for the redefinition of teachers' continuing education, training strategies, instructional processes, and student achievement. A wide variety of activities, services and resources are an ongoing part of the teacher center operation.

Center/Higher Education Collaboration

The Mountain Area Teacher Education Center became fully staffed and operational early in 1980. There were many stated objectives to be accomplished in the first year of operation of the center. The teacher center project allowed the center to be flexible and sensitive to needs as identified by the teachers themselves. Five institutions of higher education were committed to work with the teacher center and its efforts to meet the needs of teachers in the service area.

Among the first requests that came from teachers to the Teacher Center concerned the fact that a number of teachers in the system would not be fully certificated for the next school year unless some appropriate inservice for renewal credit could be offered. The Mountain Area Teacher Education Center went to work on the problem immediately to help the teachers needing such credit. The Teacher Center staff obtained the names of all teachers of the service area who needed renewal credits from the Central Administrative Office and began correspondence.

Western Carolina University at Cullowhee, North Carolina, one of the five institutions of higher education, was telephoned and asked about the possibility of bringing an inservice program to a site near the Teacher Center. The University responded that it could be of assistance and accepted the request in a spirit of sincere concern and commitment.

The next action taken by the Teacher Center was to ask teachers to identify a specific area of interest. The feedback was that motivating the potential dropout would be altogether appropriate because of the dropout rate among students in the Teacher Center service area. The dropout problem was also named by the central administration of the Teacher Center service area as a major concern.

The specific area of interest was communicated to Western Carolina University, and an immediate action was taken to gather a panel of quality persons to plan and carry out the necessary instruction to help with the dropout problem, answer the Teacher Center's call for help, and to supply inservice for credit. A second institution of higher education worked with the Teacher Center to provide classroom space. The University of North Carolina at Asheville was centrally located and near the Mountain Area Teacher Education Center.

The success of the exemplar practice described here is a classic example of how teacher needs can be met by a teacher center working with institutions of higher education. Teachers who received renewal credit because of this cooperative endeavor were extremely positive toward the Teacher Center and the universities for their contributions in meeting their needs.

Further involvement between higher education and the Mountain Area Teacher Education Center has included working with student teachers from all five of the institutions of higher education, planning with the institutions to furnish consultants and workshops, and providing facilities for Teacher Center activities. Such involvement is expected to expand and enlarge.

Contact for Further Information

Jerry M. Russell, Director
(704) 274-3355

NASSAU COUNTY REGIONAL TEACHER CENTER

111 Cantiague Rock Road
Westbury, New York 11590

Higher Education Institutions Involved in the Center

- Hofstra University
- Adelphi University
- C. W. Post College of Long Island

Center/Higher Education Collaboration

The Nassau County Regional Teacher Center maintains an active involvement with the Universities in our service area, primarily through our Policy Board delegate who represents the consortium of Hofstra University, Adelphi University and C. W. Post College of Long Island University. He was appointed to the seat by the Deans of Education of these three Nassau County Institutes of Higher Education.

We have offered and will continue to offer courses, through the Teacher Center, which were developed cooperatively with University personnel and which carry graduate credit. We have used and will continue to use personnel from the local Universities as consultants to our project for the purposes of staff training and teacher training. In the area of staff training, for instance, the higher education policy board member meets with our staff of two full-time and four part-time teachers on a weekly basis to assist us in Support Group training activities. This program will soon be opened up to include selected teachers from around the county. These individuals will then go back and start support groups in their own districts, thus creating a support network.

In addition, it is worth noting that our Regional Teacher Center which is housed in the Nassau Educational Resource Center (NERC) in Westbury, New York, serves as a provider of research information for many college students as well as faculty members. We maintain the entire ERIC collection on microfiche (some 500,000 pieces), and have a computerized information service which accesses all of the national data bases in the area of education. Also, our collection of general education materials, teacher training films, audio-visual software, research publications, journals and curriculum guides approaches some 30,000 items. In this manner we are able to give to as well as take from our university colleagues.

Contact for Further Information

S. Mark Rosenbaum, Project Director
(516) 931-8121

NEW YORK CITY TEACHER CENTERS CONSORTIUM

260 Park Avenue South
New York, N.Y. 10010

Higher Education Institutions Involved in the Center

- Bank Street College
- Barnard College
- Baruch College
- Brooklyn College
- City College of the City of New York
- City University of New York
- CUNY Graduate Center
- Columbia University Teachers College
- Medgar Evers College
- Fordham University
- Hunter College
- Lehman College
- Long Island University/ Brooklyn Center
- Manhattan College
- New York University
- Pace University
- Queens College
- College of Staten Island
- St. Francis College
- St. Johns University
- St. Joseph's College
- Wagner University
- Yeshiva University
- York College

Description of Center

The New York City Teacher Centers Consortium represents an unprecedented collaborative effort on the part of the United Federation of Teachers, the New York City Board of Education, and Institutions of Higher Education. The program has been actively serving the inservice and staff development needs of 70,000 New York City Teachers since initial federal funding commenced in September 1978. These teachers are servicing approximately 1,100,000 public and 335,000 nonpublic school students.

The original project design led to the implementation of a delivery system consisting of intensive one-to-one professional development onsite; courses and workshops based on expressed needs of practicing staff; resource support and materials, both onsite and through the program's Instructional Information Center. A research and training component aids both in developing skills of service deliverers and in evaluating the effectiveness of practices and approaches. The Consortium's efforts radiate from 18 school-based sites, the information Center and a central office which offers administrative support, program development, and training and materials production to complement the field services. Central to service delivery are the teacher specialists (the peer staff developers).

Additional support for Teacher Centers activities, as a staff development model, has been obtained from local N.Y.C. school districts, Carnegie Foundation and the State Education Department.

Center/Higher Education Collaboration

Formation of College Council

The New York City Teacher Centers Consortium formed a College Council consisting of 24 colleges and universities with schools of education which serve the Metropolitan area. A significant result of the formation of this College Council has been the development of a means of communication between Institutions of Higher Education and the Teacher Centers project which facilitates periodic exchange and flow of relevant information related to staff development and professional growth programs.

Higher Education Resource Assistance Project

Within this collaborative framework the Higher Education Resource Assistance Project was developed. This effort, which is partially supported by State Technical Assistance funds, consists of a working liaison group of college/university representatives which has been established to develop a data bank of college/university facilities, programs, courses, offerings and expertise which are appropriate to the Teacher Centers project. This information system describing college services and personnel has heretofore not existed in New York City.

Interactive Research and Development on Schooling (IR & DS) Project

This significant project is designed to promote collaboration among practitioners, researchers and staff developers in the study of problems related to schooling. The project has National Institute of Education support and is made possible through a grant to the Horace Mann-Lincoln Institute (HML) of Teachers College, Columbia University. This approach to research is in response to an awareness of the commonality of problems faced by the researcher, practitioner and staff developer in studying questions related to teaching and learning. Although this is a comparatively new research model, it coincides with the goal of Teacher Centers to make relevant research practices and findings accessible to teachers.

Courses and Workshops Designed with College and Universities

The New York City Teacher Centers Consortium has collaboratively developed, with colleges and universities, course offerings for graduate credit in the areas of reading, special education, classroom management and the writing process. The workshops and courses are conducted by invited classroom teachers, university specialists and other individuals with exemplary skills who relate well to the adult learner, are knowledgeable and sympathetic to the Teacher

Center's philosophy and who are acceptable to both the Teacher Center and the college/university involved.

Contact for Further Information

Myrna Cooper, Director
(212) 475-3737

NYSUT/HOFSTRA TEACHER CENTER

206 Mason Hall
1000 Fulton Avenue
Hempstead, New York 11550

Higher Education Institution Involved in the Center

- Hofstra University

Description of Center

The NYSUT/Hofstra Teacher Center serves the entire county of Nassau in New York State. This large, suburban area on Long Island contains 56 independent public school districts, along with approximately 100 private institutions. The total (K-12) teacher population has been estimated to be about 19,000. The local towns span the economic spectrum.

Our Center has a complex conceptual design that encompasses both process and product components. The Center focuses on and provides:

- Teacher leader inservice training
- Curriculum development and evaluation groups in 1) the gifted, 2) writing, 3) social studies, 4) marine biology, and 5) consumer education
- A resource file of people, programs and material available to teachers in our area. (The statewide computer network with its own unique data base will make this information readily accessible for our teachers.)
- Short-term workshops and conferences on topics and issues of interest and concern to our teachers
- Individual or group field consultations
- Problem-solving and evaluation groups in 1) Stress Management, 2) Parents and Education, 3) Mainstreaming, 4) Energy, and 5) Teacher Exchange
- A Media-Communications Center which also serves to disseminate program opportunities to the districts, schools, and teachers
- Services to paraprofessionals, counselors, parent volunteers, administrators, and school board members throughout the county
- A liaison with the N.Y.S. Education Department
- Linkage with other Teacher Centers and the university system.

The substantive thrust of the NYSUT/Hofstra Teacher Center emphasizes teacher leadership, curriculum evaluation, and skill development that will enable teachers to serve as resources to other teachers.

Center/Higher Education Collaboration

For three years faculty from the School of Education, Hofstra University and officers of the New York State United Teachers (NYSUT) worked cooperatively together in the planning and establishing the NYSUT/Hofstra Teacher Center. This collaborative undertaking yielded a strong base of support and a widening circle of mutual respect. The initial implementation stages showed the collegial and complementary roles of teachers and university faculty in accomplishing the work of the center.

Since its start, the Center has been housed on the Hofstra University campus. Four university professors serve 25 percent of their time on staff at the Center. These specialist positions were written into the original proposal. The names of these consultants have changed as the needs of the Center became more defined or redefined, but the basic university-involved, organizational structure remains the same. In fact, it has strengthened as awareness level and programs became more known. Several professors, not on staff, have stepped forward and offered to share their realm of expertise. Others have attended our workshop/conference sessions, and still others actively engage in centering activities with the teachers.

From this duality of input and output has emerged a strong way of working. The center has been able to avail itself of the Hofstra grant awareness resources. The teachers' and professors' expressed needs have led to proposal writing, some awards, and/or center offerings that are now available for University credit at a free or reduced rate. The teachers on Long Island have actively responded to these joint educational endeavors.

Of course there have been problems involving the emergence of unique institutional stances. Schedules are different. Yearly calendars don't neatly intermesh. Expectations are not standardized, and perspectives prove to have influence in decision-making matters. But these conflicts were not policy board splitting, for the larger view of effective centering consistently appeared on the horizon. Individual trust and commitment, group challenge and courage served to carry the NYSUT/Hofstra Teacher Center through these threshold beginnings. The Center, now in its second year of operation, acts and reacts as a pulsating unit ready to accept, discuss, debate and generate new ideas.

Contact for Further Information

Barbara J. Scherr, Director
(516) 560-3311

NORTHWEST STAFF DEVELOPMENT CENTER

Rosedale School, 9825 Cranston
Livonia, Michigan 48150

Higher Education Institutions Involved in the Center

- Wayne State University
- University of Michigan
- Michigan State University
- Madonna College

Description of Center

The Northwest Staff Development Center (NSDC) is a state and federally funded teacher center that serves a consortium of seven school districts in northwest Wayne County, Michigan. The Consortium has a total student enrollment of approximately 68,000, a total teaching staff of 3,400, and an administrative staff of 260. The school districts comprise an area of 146.73 square miles. NSDC is governed by a Policy Board with representatives from administrative staff, teacher bargaining units, and institutions of higher education. Liaisons include Schoolcraft College, the Wayne County Intermediate School District, and the Michigan Education Association. The following services are offered by the Center:

- Ongoing needs assessment to determine common and unique teacher/student priorities for the cooperating districts;
- A staff development inservice program to meet defined needs;
- Training and retraining of professional staff;
- Individualized services to meet self-identified needs;
- Incentive mini awards to encourage development of promising programs;
- Identification and dissemination of exemplary programs;
- Alternative career and stress/burnout programs;
- Direct affiliation with the Livonia Regional Education Media Satellite Center and the Special Education Instructional Materials Center;
- Informational and referral services for professional staff;
- Multi district approaches to categorical funding.

Center/Higher Education Collaboration

A full-time tenured professor from Wayne State University was assigned to work two days per week as a regular staff member of the Northwest Staff Development Center. His role in the Center was basically the same role as the Director and Assistant Director in the direct delivery of Center services to its clients. In addition to delivering occasional workshops, direct consultations with teachers and administrators and working with Center committees in their regular functioning, he contributed to the development of building level teams of teachers and administrators whose responsibility is to help identify building level staff development needs. He also organized a "Think Tank" on the future of staff development in the 1980s involving a variety of professional educators from southeastern Michigan. He worked in collaboration with the Director and the members of the Policy Board in the preparation of a research proposal to investigate the mini award procedure of the Center. He was also available as a process consultant to the local school district staff development policy boards of the seven school districts included in NSDC.

This involvement began when the Center staff requested additional staffing from the Policy Board. The Policy Board did not wish to allocate additional monies for salaries and the university representative on the Policy Board suggested that he could identify a faculty member who could be assigned on a part-time basis to NSDC. It was in the interest of the university to demonstrate that a university professor could indeed contribute effectively to the ongoing operation of the Center and that this person would be accepted by teachers and administrators, the Center staff, and the Policy Board. The faculty member was approached and agreed to work at the Center two days a week on a regular schedule in return for release from his on-campus instructional duties. A title was agreed upon to describe this new position, Training and Development Consultant, and the work began slowly at first until Center users became acquainted with him.

It appears that this role is quite successful inasmuch as the professor/consultant has come to be in demand by the various clients of the Center. The building level planning teams have become very active agents in their buildings in many districts for staff development activities. There were 20 teams trained to work in this way during the spring of 1980, and the Center has had several direct requests to have new teams trained in other buildings. The success of this role appears to be based upon the willingness and ability of the professor to be involved with the Center as a co-equal Center staff member.

This relationship has been extended through the spring of 1981, at least as long as the Center operates as a federally funded project. No specific plans for involvement of higher education beyond this have been made. The immediate future planning calls for continued development of existing building level planning teams and possibly the training of 15-20 new teams. A "Think-Tank" is being planned in cooperation with the intermediate school district.

Contact for Further Information

Dennis Sparks, Director
(313) 261-7440

OAK RIDGE TEACHER CENTER

200 Fairbanks Road
Oak Ridge, Tennessee 37830

Higher Education Institutions Involved in the Center

- University of Tennessee at Knoxville

Description of Center

One of the exciting thrusts for the Oak Ridge Teacher Center has been the support of classroom teachers' work in system-wide curriculum development. This work has been done with the support and input from a theoretical base and university expertise.

Specifically, the scope and sequence for language arts teaching in Oak Ridge recently required major revision. The Teacher Center Director and District Reading Coordinator considered alternatives for developing a committee: membership, leadership, time frame, and approximate costs for the efforts. As a result of considering the research which suggested that curriculum development benefits from wide participation and input, the following memo was sent to the Teacher Center policy board and Assistant Superintendent in charge of curriculum and instruction:

- The language arts curriculum is complex because it is an inter-related core of many curricula: It includes individual programs on handwriting, spelling, grammar, literature appreciation, locating skills, listening skills, creative and expository writing, which all must support and enhance the basic reading or decoding program. The writers of such a language arts program require matching a scope and sequence with that of social studies and science, too, and also, must be aware of any district study skills curricula (including how to use a library, reference materials, etc.).

- Because language arts learning is developmental, we feel representation of all the grades must comprise the language arts writing committee. Furthermore, because there is more than one of each level school, we feel there should be a grade/level representative participating from each school.

- We understand, of course, that this group would rarely work as a total team, but rather, would break into small groups for primary, intermediate and secondary planning.

- We encourage the use of summer time for curriculum development rather than putting it as "one more thing" on top of the teaching requirements during the year. Also, taking teachers out of the valuable reading/language block during the school year and using substitutes in the classroom is counter-productive, at least at the youngest grades. (See Philadelphia Research on Reading, 1979.) We would like to propose that this committee work for 10 days, 4 hours a day, during the summer months, preferably in June. Our proposal would pay 25 teachers for four hours work daily, 10 days.

- We propose that the teachers work under the leadership of a university professor whose approach our teachers admire and respect. Additionally, we would like the work to constitute a graduate-level course. The benefit of a university-level course brings a theoretical base to the practitioner's expertise. We see the professor providing our writers with new research and understandings which will stretch our practical learnings. We prefer the course credit option so that there is real commitment to the task and not simply a rubber stamping to the procedures of a consultant writing the actual curriculum. The Teacher Center facility will be invaluable for summer curriculum development as it will be open, with the library and the copier available.

- Teachers would pay their own tuition. The Teacher Center Director would encourage open enrollment and the "extra" class members would aid the paid writers of the curriculum, in order to receive their course credit.

The Oak Ridge Teacher Center played a major role in conceptualizing this curriculum development plan. One half of the financial burden was borne by the Teacher Center budget, and financial support was received by the federally funded Basic Skills project and the local district. It was a shared commitment with strong ties to higher education--the federally funded Teacher Center dream became a reality.

Contact for Further Information

Jinx Bohstedt
(615) 482-1406

SOUTHERN PIEDMONT EDUCATIONAL CONSORTIUM TEACHER CENTER

619 Wall Street
Albemarle, North Carolina 28001

Higher Education Institutions Involved in the Center

- University of North Carolina (at Charlotte)
- Catawba College
- Livingstone College
- Barber-Scotia College
- Pfeiffer College

Description of Center

The Southern Piedmont Educational Consortium Teacher Center is made up of three sites forming a network spread geographically to serve 117 schools and 3,300 teachers for 66,858 students. No school is farther than a 45-minute drive from a site. While the consortium area shares a western border with the urban Charlotte area, its people are more rural in philosophy and life style. The major sources of income are, however, from manufacturing, trade, education, and other services.

The Teacher Center offers ongoing instructional consultation, teacher counselor facilitation of study groups and sharing sessions, school-based support groups, incentive project funds, workshops based on teacher-expressed needs, collaborative projects with LEAs, SEAs, IHEs, and others.

Center/Higher Education Collaboration

The Cooperating Teachers' Institute is a collaborative project of the Teacher Center, the university, LEAs, and the SEA that is now in the planning stage. A planning committee is made up of the director and chairperson of the Teacher Center, a teacher, three representatives of the Dean of Education, the director of Region 6 Center of the SEA, and a superintendent.

This project has two phases: (1) Training and (2) Practice. At the completion of this course, graduate credit in supervision will be granted. Surveys of teachers' needs, university needs, and students' needs along with the criteria being developed by the SEA in their Quality Assurance Plan will form the training objectives.

During the first two weeks in August 1981, a Cooperating Teachers' Institute for 45 university hours will be held in a Teacher Center. Twenty to thirty teachers are expected to participate.

During the term of student teaching, cooperating teachers from this trained cadre of teachers will be selected. The cooperating teacher will have an adjunct relationship with the university (receiving a title and a stipend from the university and/or SEA) in which the teacher will meet regularly every two weeks with the university supervisors to critique and plan that student's teaching experience.

SOUTHWEST ARKANSAS TEACHER CENTER

3607 Grand Avenue
Texarkana, Arkansas 75502

Higher Education Institutions Involved in the Center

- East Texas State University
- Southern Arkansas University
- Ouachita Baptist University
- University of Arkansas, Little Rock
- Henderson State University

Description of Center

The Southwest Arkansas Teacher Center (SATC) is a consortium project for sixteen public and nonpublic school districts of six counties in Southwestern Arkansas. SATC is supervised by a policy board comprised of a majority of classroom teachers, and local education agency, parent and community agency representatives. The program provides for the perceived needs of teachers that they may improve skills, develop curricula, and more effectively manage classroom environments. Teachers are eligible for released time from school duties to come to the Center, with substitutes paid by the Center. Instructional staff go into classrooms, when invited, to assist, advise or do model teaching.

Center/Higher Education Collaboration

The Southwest Arkansas Teacher Center area includes no institutions of higher education. Fortunately, universities are located at frequent intervals immediately beyond the bounds of its designated territory. East Texas State University, Texarkana, is a mere seventeen blocks south and across the state border. Representatives of ETSU have held positions on the Center policy board during and since the Center's initial planning stage, as have representatives from Southern Arkansas University, Magnolia.

When SATC staff and policy board members were recently invited to provide the panel of experts for an Arkansas Education Association convention, an East Texas State University professor and policy board representative, offered his services as "devil's advocate." It soon became obvious that the professor failed in his role, as he is a definite supporter of teacher centers and of classroom teachers. Issues addressed by the panel were:

- How are the concepts of teacher centering different?
- Are teachers being prepared for the realities of the classroom?
- Who should define the needs of teachers?
- Should teacher center attendance be voluntary or mandated?
- Where should curriculum change begin?
- Is evaluation part of a teacher center's role?

- Should teacher centers have autonomy?
- Is it unreasonable for administrators to feel that a policy board should not consist of a majority of teachers?

An interesting note was the opinion of several panel and audience members that teachers are probably supported by adequate knowledge of theory but hardly for the harsh realities of facing children day after day and of constant public criticism. As teacher training institutions send candidates into the field for experiences and internships, communication and two-way support systems are expected to develop. Teacher centers and universities will, no doubt, become more interrelated and will jointly promote more relevant training procedures.

Ouachita Baptist University, Arkadelphia, Arkansas, collaborated with the Teacher Center in the summer of 1980 by bringing in consultants from the Workshop Center for Open Education, City College, New York City; Garden State Teacher Center, Mahway, New Jersey; and the Teacher Center for Ardsley, Greenburg and Elmsford, Parksdale, New York to SATC for a three-day graduate credit Summer Institute, "Curriculum in the Real World." For a nominal fee ($20 in-state; $55 out-of-state), participants were treated to most meals and encouraged to develop a spirit of camaraderie while exploring the educational possibilities of local resources. A fish fry, visits to a Federal Correctional Institute, Nekoosa-Edwards paper mill, and to Texarkana Arkansas Schools' Environmental Education Center showed the teacher/students some possibilities while they rediscovered their own ways of learning and reflected on workshop experiences.

A math professor at the University of Arkansas, Little Rock, is a favorite consultant. His visits are so regular, in fact, that he is thought by some teachers to be a regular Teacher Center staff member. His topics have included Problem Solving, Using Calculators and Computers, Fingermath, Developing Curricular Materials for Mathematics, Geoboards and Their Use, Paperfolding (Tangrams), and a variety of other topics, as well as visits--on request--to individual teacher's classrooms to assist with learning centers and their management. He has also attended several teacher center sponsored functions and a conference of the Southwest Documentation Cluster.

Henderson State University, Arkadelphia, Arkansas, has offered more opportunities for teachers to acquire onsite graduate credit for classes than any other cooperating graduate college. Each semester, that university offers from one to three graduate classes at the Center. Southern Arkansas University has offered graduate classes, as have Ouachita Baptist University and the University of Arkansas, Fayetteville and Little Rock.

Contact for Further Information

Mary Hamilton, Director
(501) 774-2534/2535

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SOUTHWEST & WEST CENTRAL TEACHER CENTER

Southwest State University
Marshall, Minnesota 56258

Higher Education Institutions Involved in the Center

- The Graduate Consortium of Universities: Southwest State University, Mankato State University, St. Cloud State University
- The College of St. Thomas
- The Department of Educational Administration, University of Minnesota

Description of Center

The SW & WC Teacher Center serves approximately 6,000 educators in 88 public school districts and 14 parochial schools within an 18 county, 12,000 square mile area of Southwestern and West Central Minnesota.

The services provided by the Teacher Center include: a Drop-in Center located at Southwest State University; a Mobile Teacher Center which is used to enhance workshop presentations at particular school sites; Regional Workshops and Seminars such as Title I Workshops and Gifted/Talented seminars; numerous workshops in response to requests; a curriculum resource laboratory; seminars for school district administrators on relevant topics; subject-specific consortia for secondary school teachers; access to educational research through M.I.N.E.—Minnesota Information Network for Educators—which the Teacher Center facilitates within this region of Minnesota; Graduate level coursework; a library of professional periodicals; a vast array of resource and idea books for educators; a multitude of make-and-take educational games; a micro computer used by teachers to copy discs accessible through the Minnesota Educational Computing Consortium.

Center/Higher Education Collaboration

The Teacher Center is a part of an intermediate educational agency, the Southwest and West Central Educational Cooperative Service Unit which is housed in the Education Department wing of Southwest State University (S.S.U.). S.S.U. donated space in the Media/Learning Center of the Education Department for use as Drop-in Teacher Center space. As a result of this space allocation, the staff of the Teacher Center has developed a close working relationship with S.S.U.'s Education Department staff whose chairperson also serves on the Teacher Center Policy Board. In addition, the Assistant to the Vice President of Academic Affairs at S.S.U., and member of the Executive Committee of the Graduate Consortium of Universities, also serves on the Teacher Center Policy Board.

The Teacher Center has collaborated with S.S.U. and the College of St. Thomas in providing graduate-level coursework to educators in the field, such as a course on Developing Classroom Learning Centers and a three-credit, three-day Institute on Gifted/Talented. The resources housed in the Drop-in Center are accessible to and used by undergraduate education students enrolled at S.S.U. Thus, the services of the Teacher Center are not only used for inservice of teachers in the field, but are also used to enhance preservice education as well.

The faculty of the Department of Educational Administration at the University of Minnesota are also providing a series of seminars within our region for administrators including the following topical foci: Speech/Communication Skills for Administrators; School Law; School Finance; Personnel Management; Budgeting; and Politics of Education. These seminars are being facilitated by the Teacher Center.

The current collaboration with higher education institutions is only a beginning. In the future, the Teacher Center plans to offer more graduate-level coursework in conjunction with the Graduate Consortium of Universities. The possibility of Teacher Center Professional staff becoming adjunct faculty of the Education Department at S.S.U. is also being considered.

Contact for Further Information

Bill Swope, Director
(507) 537-1481

SYRACUSE AREA TEACHER CENTER

416C Huntington Hall
150 Marshall Street
Syracuse, New York 13210

Higher Education Institutions Involved in the Center

- Syracuse University
- LeMoyne College

Description of Center

The Syracuse Area Teacher Center serves approximately 1000 public and private school teachers from six schools in the Jamesville-Dewitt School District, five schools in the Syracuse City School District, ten schools in the West Genesee School District, and 24 private and parochial schools located within these districts.

In an effort to meet the individual needs of teachers, the Center offers a wide range of services and programs which include the following:

- Courses--these programs, offered for one to three university credits at no cost to teachers in the Center service area, meet two hours per week after school for 7-20 weeks. Course offerings have included Mainstreaming, Discipline and Classroom Management, Teaching the Gifted and Talented, Use of Computers in the Classroom, Sign Language, and Reading in the Content area, among others.

- Long-term training sessions--teachers participating in these programs are released from their classrooms for 3-10 days to receive intense instruction in the use of a particular technique, such as Glasser's Reality Therapy, Structured Learning, and the Weehawken Writing Program.

- Sharing events--five-hour inservice programs consisting of 10-15 mini sessions, dinner, and a keynote address all centering around a specific area, such as intermediate grade science, using computers in the classroom, learning disabilities, teacher stress, and others.

- Workshops--one to three hour programs, held after school, dealing with such topics as photography in the classroom, teacher stress, interpreting standardized test results, and working with parents.

- Curriculum development--teachers are paid stipends and are provided with consultant help to develop materials in such areas as the teaching of Latin, social studies for the gifted, Cover to Cover television reading series, meeting Regents competency requirements, and intermediate science.

- Other services--Pet Projects, in which teachers receive awards of $50-$100 to enable them to implement innovative programs in their classrooms; sponsoring of individual teachers to attend conferences related to their teaching; and Human Resource file in which teachers are matched to serve as consultants to each other.

- Summer School in Action--a six-week summer inservice program for one to six hours of university credit at no cost, in which teachers have the opportunity to develop methods, materials, and skills of their own selection, and to then implement these with groups of children, receiving nonevaluative supervision, guidance, and feedback from other teachers, university personnel, and/or consultants.

Center/Higher Education Collaboration

The Syracuse University School of Education has been involved since 1973 in the collaborative operation of teaching centers with area school districts. The success of the West Genesee/Syracuse University Teaching Center led to the development of two additional centers. In 1978, representatives of the three teaching centers created the federally funded Syracuse Area Teacher Center (SATC) which represents the West Genesee and Jamesville-Dewitt School Districts, five Syracuse city schools, private schools within the geographic area, Syracuse University and LeMoyne College.

During the proposal writing stage of SATC, it was decided that the three individual teaching centers should maintain their identities and sources of funding which is shared by the three school districts and the University. Therefore, the major thrust of SATC has been to use federal funds for collaborative programming between two or more constituents.

Additional support is provided to the teaching centers and SATC by Syracuse University in the form of graduate credit vouchers. Any classroom teacher, within the service area, may use one of these vouchers to register (at no cost) for a center-sponsored graduate course. When the voucher is processed, a predetermined sum of money is generated which may be used to pay the instructor or to buy supplies.

The strength of the partnership between the University and the public schools is confirmed daily. This partnership is evidenced by university professors and classroom teachers working together to design, implement and evaluate both the theoretical and the practical aspects of pre- and inservice teacher education. Working together, the two faculties have created competencies and field measures for preservice teachers. Whenever teachers express a need/desire for training, university faculty give willingly of their time in planning with teachers specific content to meet the desired objectives. And in the effort, each group increases its knowledge of the other so that the skills of each are greatly enhanced.

Contact for Further Information

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Syracuse University
499 Huntington Hall
150 Marshall Street
Syracuse, New York 13210
(315) 423-3026

WOOD COUNTY AREA TEACHER CENTER

1 Courthouse Square
Bowling Green, Ohio 43402

Higher Education Institution Involved in the Center

- Bowling Green State University

Description of Center

The Wood County Area Teacher Center (WCATC) serves all nine school districts within the boundaries of Wood County (approximately 20 miles directly south of Toledo) in Northwest Ohio. The individual number of buildings served is 48, containing 938 teachers and administrators responsible for the education of 20,643 students.

The Teacher Center is not a physical location. It is a concept whose main goal is improved and increased teacher inservice. This inservice takes two forms: one, a mid-career renewal for experienced teachers; the other, general teacher inservice by teachers who have expertise in areas that would benefit other educators.

The Center operates with only one continuing staff position, the Center Director, and one secretarial support staff person. Five full-time and ten half-time, mid-career teachers assist in the self-development activities. The mid-career teachers are paid by their respective boards of education. They are replaced in the classroom with interns who are in the fifth year of their training and fully certified. The cost of interns is provided for in the Teacher Center Budget. Added in year two was a mini award program which allows from two- to four-week experiences for self-development. A substitute takes the place of the teacher during reassignment. The remainder of the budget is directed toward activities to facilitate additional staff development.

Center activities include staff training and retraining, curriculum development, the utilization of community resources, and research.

Center/Higher Education Collaboration

Bowling Green State University (BGSU) and the Wood County Area Teacher Center (WCATC) cooperate in a myriad of ways to improve education in the Wood County area. The first deals with the graduate assistant/intern (fifth year graduate student) who replaces teacher trainers in the classroom.

BGSU contributes up to 14 hours of graduate credit for the full year intern and seven for the semester graduate assistant. The process of cooperation does not stop here, however. Specific courses are designed by the University and Center that address themselves directly to those areas most likely to be of use to both the new and experienced teacher. Examples of such offerings are: *Project TEACH*; *Learning Principles Applied to Classroom Practices*; *Self-Assessment*; *Individualization and Classroom Management*; *Classroom Discipline*; *K-12 and Strategies for Improving Reading Skills*.

These and additional offerings continue to be available. The best practitioners are identified to teach the courses, *be they university professor or teacher in the public school*. A series of one-week summer workshops have been offered for both summers that the Center has been in operation.

In the second year of the project, a different type of university graduate assistant was written into the resubmission. Through the cooperative effort of BGSU and WCATC, the individual divided his time between graduate work and supervision of interns at the individual school building level. The cost for the assistantship was equally shared by the two agencies. The graduate assistant proved invaluable, both in the area of supervision and as a quasi-assistant director.

Contact for Further Information

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